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ABSTRACT

The Nevada Department of Education administered a survey to a sample of students (N=16,937) in grades 6, 8, 10 and 12, to collect baseline data on the pervasiveness of drug and alcohol use. The survey looked at use and user characteristics. Indicators of use included abuse, familiarity with others who use, and ease of access. User characteristics included age of first drink, trouble with the law, future aspirations, use and availability in the home and role of the school. The results found that alcohol was the number one drug of abuse, and that there was a greater attitudinal tolerance for this drug among students and parents. Patterns of usage and age of onset indicated that prevention programs with a "don't start" message must begin well before the sixth grade. Also, students appeared to have an inflated belief regarding the extent of drug use by peers, and peer influences increased with age. Sources of influence included home, school and especially the media. Also, many youths were aware of substance abuse problems among family and friends. (90 tables) (LLL)

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A SURVEY OF ALCOHOL AND OTHER DRUG USE AMONG NEVADA STUDENTS

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A SURVEY OF ALCOHOL AND OTHER DRUG USE AMONG NEVADA STUDENTS

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May 1990

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BACKGROUND TO THE STUDY

A. INTRODUCTION

In the Fall of 1989, Far West Laboratory for Educational Research and Development and the Nevada Department of Education collaborated to administer a survey to a sample of students in grades 6, 8, 10, and 12. The purpose of the survey was to collect baseline data on the pervasiveness of drug and alcohol use among students in the state. These data provide the basis for needs assessment and can serve as comparison data for future surveys and research.

The survey instruments used were adapted from surveys developed by the Northwest Regional Educational Laboratory. The NWREL survey had been pre-tested to ensure its appropriateness for use with the age and grade levels of participating students. The instrument has also been administered by Hawaii, Idaho, and Washington.

By April 1990, all student participants in Nevada had been administered the survey and the data was sent to Far West Laboratory for analysis.

B. SURVEY CONTENT

Two survey forms were administered - the "E" form for 6th and 8th graders, and the "S" form for 10th and 12th graders. Both forms asked students to identify:

- their grade level, ethnicity, and gender;
- their college aspirations and levels of participation, in extra-curricular activities;
- their perceived level of self-esteem;
- the amount of school time they typically miss, and whether they have ever had to repeat a grade;
- the types of drugs and alcohol they have used or are currently using and the frequency;
- when, if ever they started drinking;
- whether they have ever gotten into trouble at home or at school because of drinking or taking drugs;
- their most typical source of alcohol, and their perception of how easy it might be to obtain marijuana, cocaine and other illegal drugs;
- their perception of how much drinking and drug use is occurring among their friends and peers, on and off campus, at parties, and during the school day;
- the impact of home, school, and community, and other influences on their attitudes and behavior regarding alcohol and drugs;
- whether they think they know enough about the effects of drugs and alcohol;
- whether their school provides support services to overcome problems or drinking and taking drugs, including counseling and prevention education;
- at which grade level they believe drug and alcohol education should begin;
- the degree of honesty they report in taking the survey.

Additionally, 10th and 12th graders were asked to:

- identify whether they personally drink, smoke, or take drugs during the school day;

- o elaborate on their drinking habits;
- o cite whether they drank more in the past;
- o cite whether they have ever been in treatment for drugs and alcohol;
- o identify the degree of risk they associate with smoking, drinking, and taking other drugs;
- o indicate how their parents feel about alcohol and marijuana use.

METHODOLOGY

A. THE SAMPLE

All Nevada districts with the exception of Pershing chose to participate. Tenth and 12th graders from the Caliente Youth Center in Lincoln County and a special facility in Elko County were also included in the survey. These students were included in the aggregate statewide findings but were not included in the samples for the county districts in which they reside. 4,441 6th graders, 4,932 8th graders, 3,590 10th graders, and 3,974 12th graders (totaling 16,937 students) were administered the survey.

B. SAMPLE SELECTION POLICY AND SURVEY ADMINISTRATION

Each participating district sampled and administered the survey independently, with training and technical assistance from the Drug Education Consultant in the Department of Education. Local district staff were trained to administer the survey properly and to ensure the security of the survey instruments.

The Department recommended that every third student in his or her grade-level cohort group be randomly selected for participation. In all cases where the resulting cohort sample would amount to less than 15, it was recommended that more students be selected to bring the number up to 15. Districts with "very small" populations were advised to survey all their students.

The Department also recommended that districts send a letter to the parents informing them that their children were selected for participation. Each district was given a sample letter for parents which described the study and explained that participation was voluntary and names were to be kept anonymous.

Most districts followed a "passive permission" strategy whereby consent for participation was assumed if the school was not notified otherwise by the parents. Six districts chose an "active permission" strategy whereby the school would administer the survey only to students whose parents directly notified them of their consent. Given the discretion that districts had in setting policy on participation, the percentages of participating students vary somewhat from district to district.

The following table breaks down the number of participants per district, in addition to the two participating special youth facilities:

Sample Breakdowns By District (and Special Facilities)				
County	Grade 6	Grade 8	Grade 10	Grade 12
Carson	263	329	294	312
Churchill	204	222	201	175
Clark	2122	2477	1689	1958
Douglas	132	293	100	135
Elko	450	400	281	240
Esmeralda	9	7		
Eureka	10	18	13	15
Humboldt	158	136	106	75
Lander	87	96	76	54
Lincoln	41	34	34	30
Lyon	149	107	62	106
Mineral	22	26	16	8
Nye	139	165	156	127
Storey	20	29	13	21
Washoe	454	393	319	495
White Pine	95	77	89	86
Caliente Youth Cntr		11	23	13
Elko County Facility			11	29
Unidentified Cases	0	0	1	0
TOTALS	4355	4820	3484	3879

C. RELIABILITY

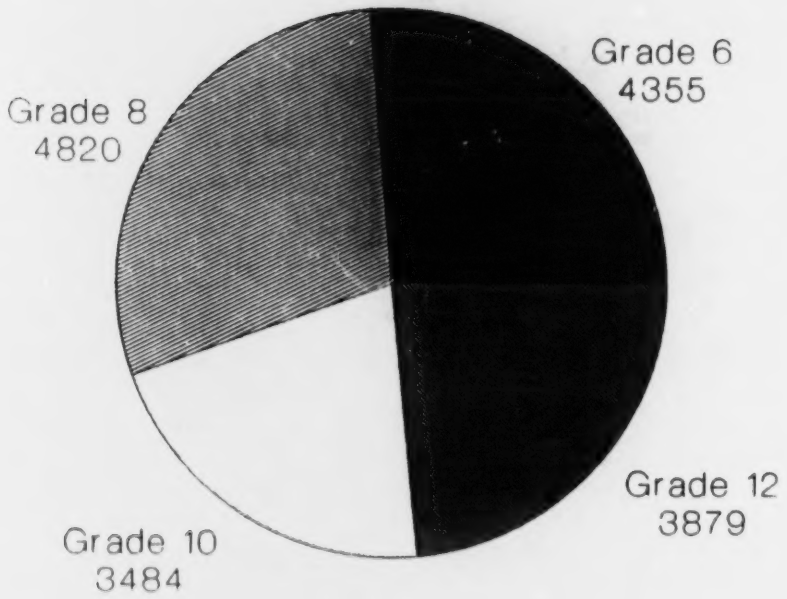
Of the original totals of students who were administered the survey, 86 6th graders, 112 8th graders, 106 10th graders, and 95 12th graders in each cohort group were excluded because of questionable reliability. Respondents were excluded if one or more of the following conditions were evident:

- o If they reported on the survey form that they answered questions dishonestly.
- o If they reported that they regularly used a pseudo-drug called "derbisol." If students reported their use of "derbisol" was confined to "at least once in (their) lifetime" (the category also referred to as "some" on the survey), they were not excluded because it was assumed that they might be honestly confusing the name with a real drug they had taken at one time.
- o If they reported that they used more than four hard drugs daily or five times a week, including cocaine, opiates, depressants tranquilizers, hallucinogens, inhaled substances "to get high", stimulants, steroids, and "over-the-counter" drugs "to feel high".

No purely objective standards have been established in the research community for identifying unreliable responses to self-report questions about drug and alcohol use. However, the criteria chosen have precedent in the work of the University of Michigan's Institute for Social Research and the Northwest Regional Educational Laboratory.

Figure 1, on the next page, illustrates the number of respondents by grade who remain in the sample. They include: 4,355 6th graders, 4,820 8th graders, 3,484 10th graders, and 3,879 12th graders. Totaling 16,538 students, these samples represent approximately 34% of the population of students at these grade levels in the state.

Figure 1: Survey Participants



Total N=16,538 (Approx 34% of 49,364)

D. DATA ANALYSIS

The objective of the data analysis is to provide the Nevada Department of Education with quantitative information to:

- Identify the numbers of students who use drugs and alcohol in these four grade levels in the state by looking at self-reports, reports of peer use, and reports of availability.
- Identify the backgrounds and personal characteristics of respondents according to grade levels and levels of abuse.

To implement these two tasks, all data have been aggregated and analyzed according to grade level, level of usage, or both. Three levels of use were defined according to the self-report data.

All students who met one or more of the following criteria were classified as "heavy abusers."

- daily beer or wine consumption;
- daily or weekly consumption of hard liquor;
- daily or weekly consumption of marijuana;
- regular (i.e., monthly, weekly, or daily) consumption of other drugs, including cocaine, opiates, depressants, tranquilizers, hallucinogens, inhaled substances to get high, stimulants, steroids, and over the counter drugs for getting high.

All students who met one or more of the next set of criteria were classified as "abusers."

- no more than weekly consumption of beer or wine;
- no more than weekly or monthly consumption of hard liquor;
- monthly consumption of marijuana at most;
- experimentation (defined as "some" use on the survey) with any other drugs.

Those students who have never tried any form of drugs or alcohol were labeled "abstainers."

The choices for defining these parameters were driven by consideration of the survey's implications for future program planning. Primary prevention programs are generally aimed at students who have not yet begun to experiment with drugs or alcohol, secondary prevention programs are aimed at students who have begun to use them and intervention programs are aimed at those who already have severe, habitual abuse problems. To gauge the number of possible participants in these program types, the report identifies how many there are in each category at the four surveyed grade levels. To drive an examination of program design that would be most effective for the different cohorts, the report identifies backgrounds, attitudes, and behavior, and how they vary depending on the grade level.

Percentages of responses to every item on pertinent questions have been calculated. These percentages appear on tables throughout the report and many are quoted in the text. Other percentages cited in the text do not appear on the tables because they are aggregations of numbers that do appear. Non-responses to each survey question were coded as missing and excluded from percentage calculations for the particular question.

RESULTS

A. USE

1. General Levels

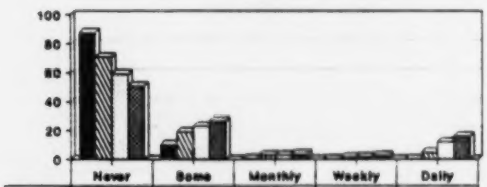
Students were asked to note how frequently they use 16 forms of tobacco, alcohol, and other drugs. Five responses were possible: "Never" meant "never used in my lifetime." "Some" meant "used at least once in my lifetime." "Monthly" meant "used at least once a month (or at least six times) in the last two months. "Weekly" meant used about once a week (or at least three times) in the last thirty days. "Daily" meant "used about every day (or at least five times a week) in the last 30 days."

The results indicate that alcohol surpasses tobacco and others as the most widely-used drug. Tables 1 and 2 illustrate that, by 12th grade, only 22.6% Of the students regularly (i.e., monthly, daily, weekly) smoke tobacco, and only 8.9% do the same with chewing tobacco. Comparable statistics for the same 12th graders on Tables 3-5 reveal that 45.7% drink beer regularly, 37% drink wine regularly, and 26.4% do the same with hard liquor.

This comparison between tobacco and alcohol use may reflect social pressures to isolate tobacco smoking behavior as unacceptable. National studies confirm that smoking behavior has been decreasing.

Nevada's problems with student abuse of other drugs are less severe than with drinking. Table 6 shows that, by 12th grade, only 17% of the students use marijuana regularly. In regard to the other drugs cited in the survey, the percentages of regular use are very low, suggesting that hard drug use remains a form of behavior that few

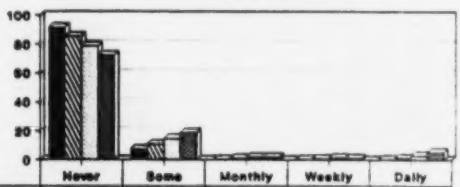
Table 1: Tobacco Smoking
Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	87.6	10.8	0.8	0.8	0.8
Grade 8	71	16.2	3.1	1.6	8
Grade 10	59.3	23.2	3.2	2.1	12.2
Grade 12	50.7	26.7	3.8	2.7	16.1

Numbers Denote Percentages

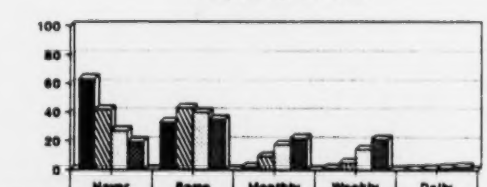
Table 2: Tobacco Chewing
Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	91.8	7.4	0.4	0.3	0.3
Grade 8	85.3	11.2	1.4	0.96	1.2
Grade 10	78.7	14.8	2	1.5	3
Grade 12	72.3	16.8	2.1	1.4	5.4

Numbers Denote Percentages

Table 3: Beer Drinking
Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	63.2	33.2	2.1	1.1	0.3
Grade 8	41.7	42.9	8.6	5	0.8
Grade 10	27	38.7	17.5	14.2	1.6
Grade 12	18.4	36.2	21.9	21.4	2.4

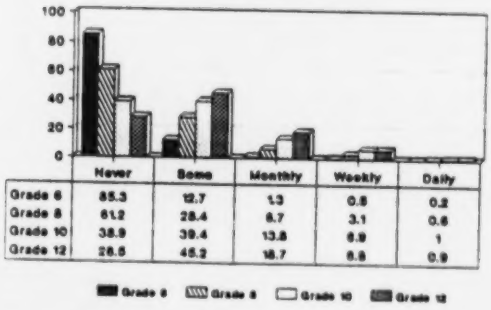
Numbers Denote Percentages

Table 4: Wine Drinking
Frequency of Use

	Never	Some	Monthly	Weekly	Daily
Grade 6	92.1	34.2	2.3	1.1	0.3
Grade 8	36.7	46	10	4.3	1
Grade 10	28.8	46	16.3	8.7	1.1
Grade 12	18.4	43.6	26.9	10.4	0.7

Numbers Denote Percentages

Table 5: Hard Liquor Drinking Frequency of Use

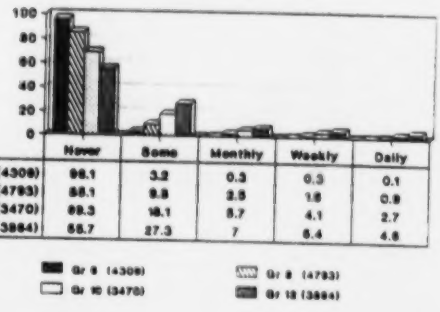


	Never	Some	Monthly	Weekly	Daily
Grade 6	85.3	12.7	1.3	0.6	0.2
Grade 8	61.2	28.4	6.7	3.1	0.6
Grade 10	38.9	39.4	13.8	6.9	1
Grade 12	28.6	45.2	16.7	6.6	0.9

Grade 6 Grade 8 Grade 10 Grade 12

Numbers Denote Percentages

Table 6: Marijuana Frequency of Use

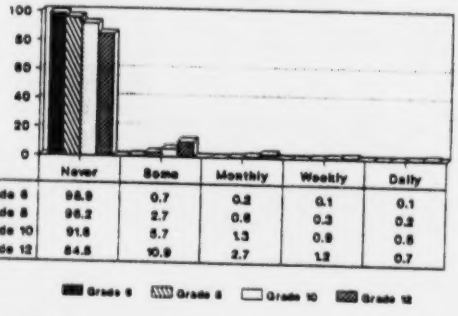


	Never	Some	Monthly	Weekly	Daily
Gr 6 (4308)	96.1	3.2	0.3	0.3	0.1
Gr 8 (4783)	88.1	9.8	2.5	1.6	0.9
Gr 10 (3470)	69.3	18.1	5.7	4.1	2.7
Gr 12 (3864)	55.7	27.3	7	5.4	4.6

Gr 6 (4308) Gr 8 (4783)
Gr 10 (3470) Gr 12 (3864)

Numbers Denote Percentages

Table 7: Cocaine Frequency of Use

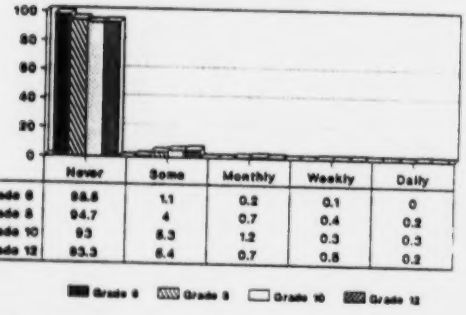


	Never	Some	Monthly	Weekly	Daily
Grade 6	96.9	0.7	0.2	0.1	0.1
Grade 8	96.2	2.7	0.6	0.3	0.2
Grade 10	91.6	5.7	1.3	0.9	0.6
Grade 12	84.5	10.9	2.7	1.2	0.7

Grade 6 Grade 8 Grade 10 Grade 12

Numbers Denote Percentages

Table 8: Depressants Frequency of Use

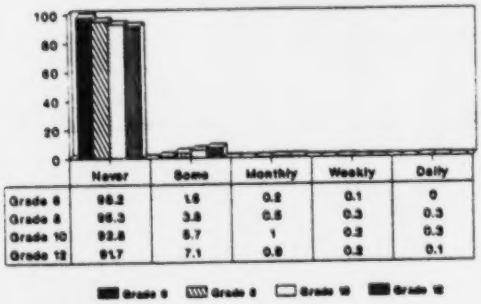


	Never	Some	Monthly	Weekly	Daily
Grade 6	98.6	1.1	0.2	0.1	0
Grade 8	94.7	4	0.7	0.4	0.2
Grade 10	93	5.3	1.2	0.3	0.3
Grade 12	83.3	8.4	0.7	0.8	0.2

Grade 6 Grade 8 Grade 10 Grade 12

Numbers Denote Percentages

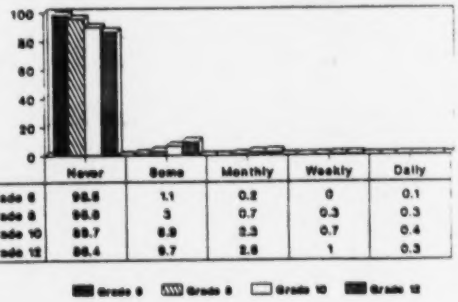
Table 9: Tranquilizers
Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	95.2	1.6	0.2	0.1	0
Grade 8	90.3	3.8	0.5	0.3	0.3
Grade 10	92.8	5.7	1	0.2	0.3
Grade 12	91.7	7.1	0.9	0.2	0.1

Numbers Denote Percentages

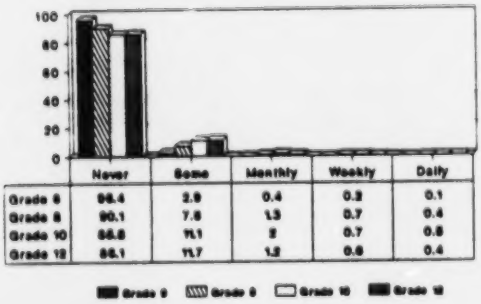
Table 10: Hallucinogens
Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	98.6	1.1	0.2	0	0.1
Grade 8	96.6	3	0.7	0.3	0.3
Grade 10	95.7	2.9	1.3	0.7	0.4
Grade 12	96.4	0.7	1.6	1	0.3

Numbers Denote Percentages

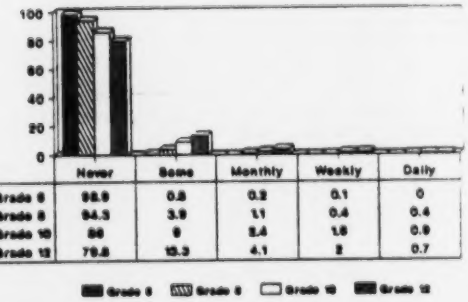
Table 11: Inhaled Substances
Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	96.4	2.9	0.4	0.2	0.1
Grade 8	90.1	7.6	1.3	0.7	0.4
Grade 10	86.8	11.1	2	0.7	0.8
Grade 12	86.1	11.7	1.2	0.6	0.4

Numbers Denote Percentages

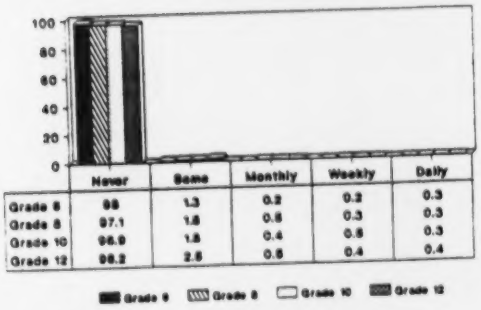
Table 12: Stimulants
Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	96.9	0.8	0.2	0.1	0
Grade 8	94.3	3.9	1.1	0.4	0.4
Grade 10	88	8	2.4	1.6	0.9
Grade 12	79.8	15.3	4.1	2	0.7

Numbers Denote Percentages

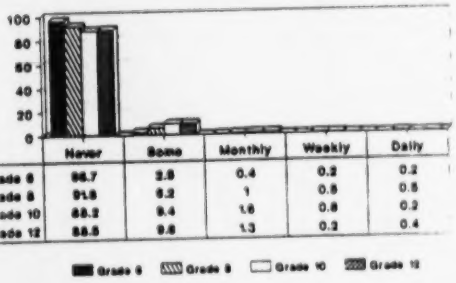
Table 13: Steroids Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	98	1.3	0.2	0.2	0.3
Grade 8	97.1	1.8	0.6	0.3	0.3
Grade 10	96.9	1.8	0.4	0.6	0.3
Grade 12	96.2	2.6	0.6	0.4	0.4

Numbers Denote Percentages

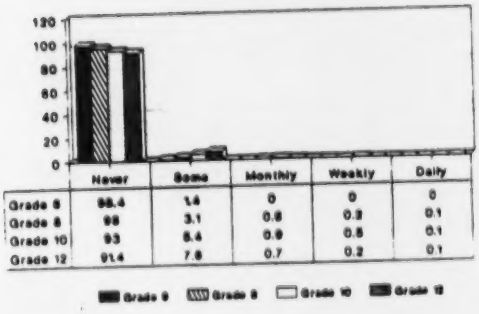
Table 14: Over the Counter Drugs For Getting High Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	96.7	2.6	0.4	0.2	0.2
Grade 8	91.6	5.2	1	0.6	0.6
Grade 10	88.2	9.4	1.6	0.6	0.2
Grade 12	88.6	9.6	1.3	0.2	0.4

Numbers Denote Percentages

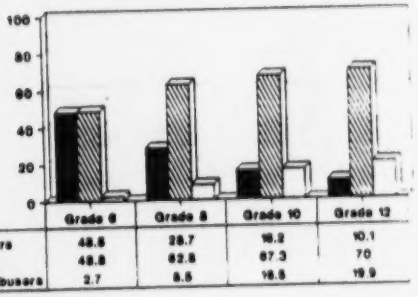
Table 15: Opiates Frequency of Use



	Never	Some	Monthly	Weekly	Daily
Grade 6	98.4	1.4	0	0	0
Grade 8	96	3.1	0.6	0.2	0.1
Grade 10	93	5.4	0.9	0.5	0.1
Grade 12	91.4	7.6	0.7	0.2	0.1

Numbers Denote Percentages

Table 16: Levels of Use By Grade



	Grade 6	Grade 8	Grade 10	Grade 12
Abstainers	48.6	28.7	16.2	10.1
Abusers	48.8	62.8	67.3	70
Heavy Abusers	2.7	8.5	16.5	19.9

Numbers Denote Percentages

adopt, or at least acknowledge adopting. Of the 12th graders, only 6.8% self-report regular use of stimulants, 4.6% self-report regular use of cocaine, 3.9% hallucinogens, 1.9% over-the-counter drugs (for getting high), 1.4% depressants, 1.2% tranquilizers, 2.2% inhaled substances, and 1.3% steroids, and 1% opiates.

The fact that only .2% of the 6th graders, .5% of the 8th graders, 1.4% of the 10th graders, and 1.9% of the 12th graders admit to using cocaine daily or weekly suggests that a crack cocaine problem is almost non-existent among students in Nevada.

Table 16 reports the percentages of respondents who can be classified as heavy abusers, abusers, and abstainers by grade in accordance with the definitions of abuse levels presented earlier. Levels of abuse increase by grade. In grade six, the percentages of abstainers and abusers are almost identical (48.5 and 48.8% respectively). The largest increase in usage occurs between grades 6 and 8, when the percentage of abusers climbs 14% and the percentage of heavy abusers climbs 5.8%. However, the largest increase in heavy abuse occurs between 8th and 10th grade, when the number of heavy abusers increase 8 percentage points. The percentages then level off to a point where most usage habits are fairly entrenched by senior high.

Throughout the years, abusers remain the most prevalent group and their prevalence increases with age. By 12th grade, 70% are abusers, while only 10.1% continue to abstain totally and 19.9% become heavy abusers. Hence, almost 90% of

Nevada's 12th graders have experienced some form or forms of alcohol and/or other drugs -- from experimentation through heavy abuse.

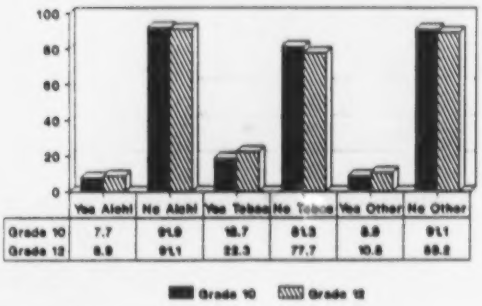
2. Abuse During the School Day

A number of items on the survey address the issue of how often use is occurring on a normal school day both on and off-campus. Some questions call for self-reports, while others call for the respondents to note how much use they perceive going on around them.

More students report use going on around them than admit to doing it themselves during the school day. Table 17 indicates how many 10th and 12th graders report using alcohol or other drugs during the school day. At Grade 10, 7.7% acknowledge drinking, 16.7% acknowledge tobacco, and 10.8% acknowledge using other drugs during the school day. At grade 12, the numbers increase slightly, to 8.9% drinking, 22.3% tobacco, and 10.8% other drugs.

As tables 18 and 19 suggest, the majority of students beginning at grade 8 believe that alcohol and/or other drug use is occurring on and off campus during the school day. Among 6th graders, 21.7% believe that use is occurring on campus, and 47.9% believe use is occurring off campus. A notable increase in these numbers occurs in 8th grade, when 52% perceive use on campus and 81.5% perceive it off campus. By 12th grade, 87.8% believe it is occurring on campus and 91.9% report use off campus.

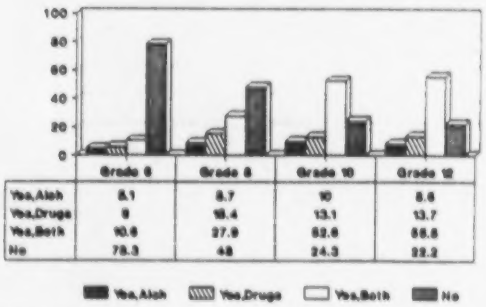
Table 17: Use In School Day
Self-Reports. (Gr. 10 & 12 Only)



	Yes Alchl	No Alchl	Yes Tobac	No Tobac	Yes Other	No Other
Grade 10	7.7	91.9	18.7	81.3	8.9	91.1
Grade 12	8.9	91.1	22.3	77.7	10.8	89.2

Numbers Denote Percentages

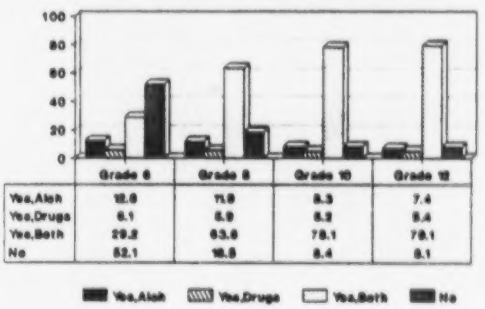
Table 18: Do Respondents Believe There
Is Use On-Campus During Schl Day?



	Grade 8	Grade 8	Grade 10	Grade 12
Yes,Alch	8.1	8.7	10	8.6
Yes,Drugs	0	18.4	13.1	13.7
Yes,Both	10.6	27.9	52.6	55.6
No	78.3	45	24.3	22.2

Numbers Denote Percentages

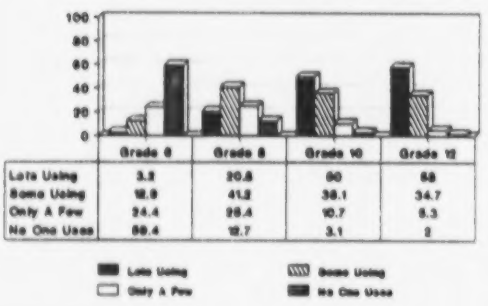
Table 19: Do Respondents Believe Other
Stdnts Use Off-Campus During Schl Day?



	Grade 8	Grade 8	Grade 10	Grade 12
Yes,Alch	12.8	11.9	8.3	7.4
Yes,Drugs	6.1	5.9	8.2	8.4
Yes,Both	29.2	63.6	78.1	78.1
No	52.1	18.5	6.4	6.1

Numbers Denote Percentages

Table 20: #s of Students Known
From School Who Use Drugs or Alchl



	Grade 8	Grade 8	Grade 10	Grade 12
Lots Using	3.2	20.8	60	58
Some Using	12.8	41.2	36.1	34.7
Only A Few	24.4	28.4	10.7	5.3
No One Uses	59.4	12.7	3.1	2

Numbers Denote Percentages

26

3. Familiarity With Others Who Use

The survey asked respondents if they personally know others who use alcohol and other drugs. Categories of "others" include: school acquaintances, personal friends, and people at home.

Table 20 refers to a survey question which asked respondents how many peers they know personally from school who use intoxicants. The older the respondent, the greater these numbers. Forty-one percent of the 6th graders report they know people personally who use. Once again, that number increases the most between grades 6 and 8, when 87.3% report they know at least some users from school. By 12th grade, 98% say they know a few or more. At the same time, most of the respondents know only "some" or "a few users," except in 12th grade, when a majority 58% say that they know "a lot" of users.

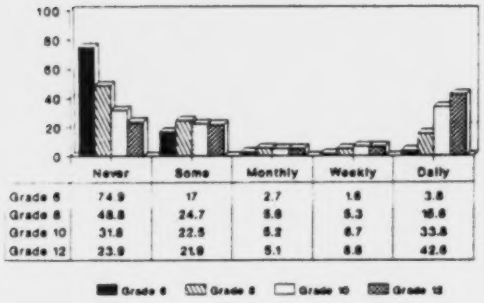
Tables 21-23 refer to the question of how much tobacco, alcohol, and other drugs are used by students' friends. Again, use levels rise with grade levels. Students report more use among their friends than they are willing to self-report. For example, in comparing the data on Table 17 to the data on Tables 1 and 2, in 6th grade, only 3.6% of the respondents report their friends use tobacco daily. In contrast, only .9% report that they personally smoke or chew tobacco daily. By 12th grade however, 42.5% report their friends use tobacco daily, while only 22.6% report doing so personally.

Comparing Table 22 to Tables 3, 4, and 5, in 6th grade, 9% report their friends drink monthly, weekly, or daily, compared to the 9.2% who self-report this much use. Twelfth graders report that 66.5% of their friends drink this much, compared to the 45.7% who report drinking this much beer themselves, the 37% who report this much wine drinking, and the 26.4% who report this much hard liquor drinking themselves.

This pattern applies to other drugs as well. Four percent of the 6th graders report that their friends use drugs monthly, weekly, or daily, while only .7% self-report this much marijuana use and .4% self-report this much cocaine use. By 12th grade, 31.6% say their friends use at least one other drug monthly, weekly, or daily, but only 17% self-report this much marijuana use and only 4.6% self-report this much cocaine use. Levels of use of the other drugs mentioned in the survey are so low that they need no mention.

Table 24 reveals the percentages of students who report knowing friends or people at home with drug or alcohol problems. Combining the options "someone at home" and "both", the numbers citing people at home are very similar across grades (16.6% at grade 6; 17.9% at grade 8; and 16.4% at both grades 10 and 12) but the numbers citing friends (combining "friends" with "both") increase markedly with age (22.8% at grade 6; 37% at grade 8; 49.2% at grade 10; and 53.1% at grade 12).

Table 21: How Much Do Friends Use Tobacco?

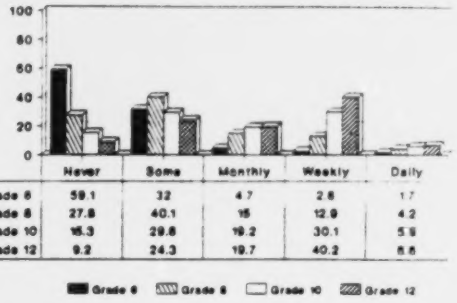


	Never	Some	Monthly	Weekly	Daily
Grade 6	74.9	17	2.7	1.6	3.8
Grade 8	48.8	24.7	5.8	5.3	15.6
Grade 10	31.8	22.5	5.2	6.7	33.8
Grade 12	23.9	21.9	5.1	6.6	42.6

Grade 6 Grade 8 Grade 10 Grade 12

Numbers Denote Percentages

Table 22: How Much Do Friends Use Alcohol?

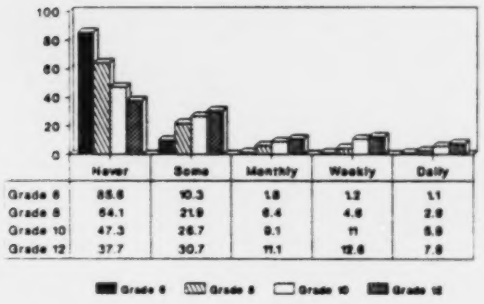


	Never	Some	Monthly	Weekly	Daily
Grade 6	59.1	32	4.7	2.6	1.7
Grade 8	27.8	40.1	15	12.9	4.2
Grade 10	15.3	29.8	19.2	30.1	5.9
Grade 12	9.2	24.3	19.7	40.2	6.6

Grade 6 Grade 8 Grade 10 Grade 12

Numbers Denote Percentages

Table 23: How Much Do Friends Use Other Drugs?

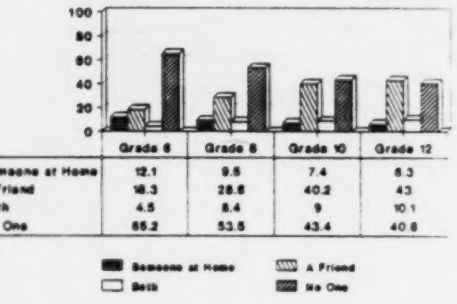


	Never	Some	Monthly	Weekly	Daily
Grade 6	85.6	10.3	1.8	1.2	1.1
Grade 8	64.1	21.9	6.4	4.6	2.9
Grade 10	47.3	26.7	9.1	11	5.9
Grade 12	37.7	30.7	11.1	12.6	7.8

Grade 6 Grade 8 Grade 10 Grade 12

Numbers Denote Percentages

Table 24: Do Friends or Co-Habitants Have A Drug Problem? (All Use Levels)



	Grade 6	Grade 8	Grade 10	Grade 12
Someone at Home	12.1	9.5	7.4	6.3
A Friend	18.3	28.8	40.2	43
Both	4.5	8.4	9	10.1
No One	65.2	53.5	43.4	40.6

Someone at Home A Friend Both No One

Numbers Denote Percentages

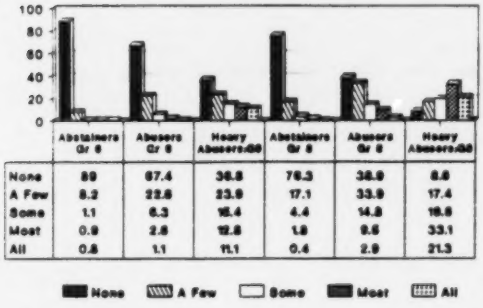
BEST COPY AVAILABLE

4. Ease of Access

Closely related to familiarity with others who use drugs is the issue of availability. Tables 27-29 indicate how difficult respondents at the four grade levels believe it is to obtain marijuana, cocaine, and "other illegal drugs". These tables suggest that, the older the student, the greater the perceived availability. With regard to marijuana, 54.6% of the 6th graders say it is probably impossible to obtain, while only 7.5% say it is very easy to obtain and 11.1% say it is fairly easy. By 12th grade, only 6.6% say it is probably impossible, while 36.8% say it is fairly easy and 44.9% say it is very easy to obtain. Cocaine and other drugs are more difficult to obtain. However, by 12th grade, a majority of students believe they are fairly easy or very easy to obtain. Thirty-six percent say cocaine is fairly easy to obtain and 20.7% say cocaine is very easy. Regarding "other illegal drugs", 37.4% of the 12th graders say they are fairly easy to obtain, and 17.7% say they are very easy to obtain.

The students were asked if alcohol and drugs are used at the parties they attend. Table 30 shows that the numbers attending parties where alcohol is served increase steadily by grade. Fifteen percent of 6th graders attend such parties, 42% do so in grade 8, 72.7% in grade 10, and 84.2% in grade 12. In almost all instances, these parties serve alcohol. Only 1% or less of each cohort group say that drugs are consumed at these parties without alcohol.

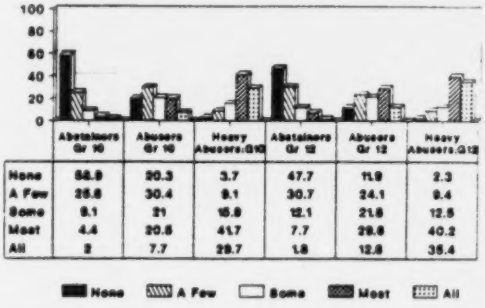
Table 25: # of Friends Drinking Alchl
Once A Month or More (Gr. 6 & 8)



	Abstainers Gr 6	Abusers Gr 6	Heavy Abusers:G6	Abstainers Gr 8	Abusers Gr 8	Heavy Abusers:G8
None	89	67.4	36.8	76.3	38.9	8.6
A Few	8.2	22.6	23.9	17.1	33.9	17.4
Some	1.1	6.3	16.4	4.4	14.3	19.6
Most	0.9	2.8	12.8	1.8	9.6	33.1
All	0.8	1.1	11.1	0.4	2.9	21.3

Numbers Denote Percentages

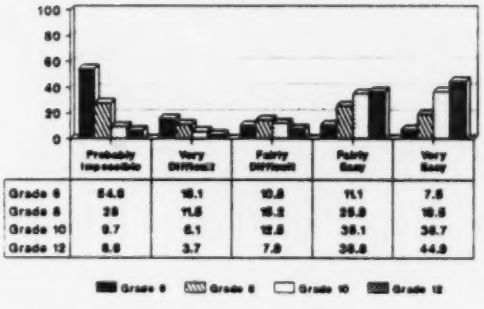
Table 26: # of Friends Drinking Alchl
Once A Month or More (Gr. 10 & 12)



	Abstainers Gr 10	Abusers Gr 10	Heavy Abusers:G10	Abstainers Gr 12	Abusers Gr 12	Heavy Abusers:G12
None	56.8	20.3	3.7	47.7	11.9	2.3
A Few	25.8	30.4	9.1	30.7	24.1	9.4
Some	9.1	21	15.9	12.1	21.8	12.5
Most	4.4	20.8	41.7	7.7	29.8	40.2
All	3	7.7	29.7	1.8	12.8	35.4

Numbers Denote Percentages

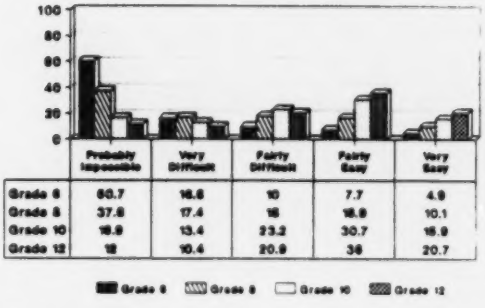
Table 27: How Difficult Is It
To Get Marijuana?



	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
Grade 6	54.6	18.1	10.8	11.1	7.5
Grade 8	28	11.5	15.2	25.8	19.5
Grade 10	9.7	6.1	12.8	35.1	36.7
Grade 12	6.6	3.7	7.8	36.8	44.8

Numbers Denote Percentages

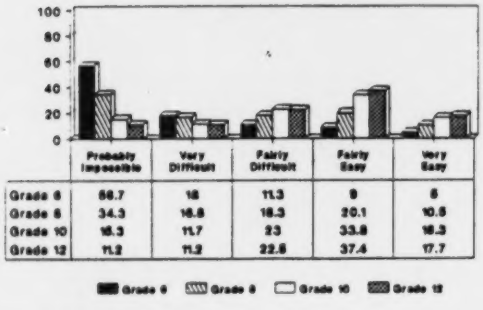
Table 28: How Difficult Is It
To Get Cocaine?



	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
Grade 6	60.7	16.6	10	7.7	4.9
Grade 8	37.6	17.4	16	16.9	10.1
Grade 10	16.9	13.4	23.2	30.7	15.9
Grade 12	12	10.4	20.9	36	20.7

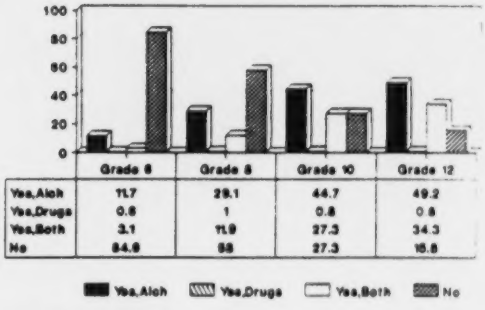
Numbers Denote Percentages

Table 29: How Difficult Is It To Get Other Illegal Drugs?



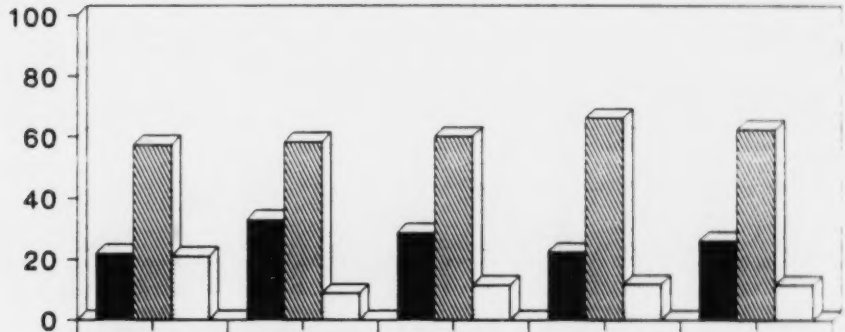
Numbers Denote Percentages

Table 30: Is There Use at Parties You Attend?



Numbers Denote Percentages

Table 31: % Who Use Within Each Ethnic Group (Grades Combined)



	Native American	Asian Pacific Isles	Black	Hispanic	White
Abstainers	21.8	32.9	28.7	22.3	26
Abusers	57.3	58.3	60	66.1	62.4
Heavy Abusers	20.9	8.8	11.5	11.8	11.6

Abstainers Abusers Heavy Abusers

Numbers Denote Percentages

B. USER CHARACTERISTICS

1. Ethnicity

Table 31 indicates the percentages of high abusers, abusers, and abstainers who come from the various ethnic backgrounds listed on the survey. The data reveal that the Asian and Pacific Islander communities together have the largest percentage of abstainers (32.9%) and the lowest number of heavy abusers (8.8%). In contrast, the Hispanic community has the highest number of abusers (66.1%), and the Native American community has the highest number of heavy abusers (20.9%).

In all groups however, it should be noted that abusers far surpass abstainers and high abusers as most common -- a result that echoes the aggregate findings. Hence, no particular ethnic group stands out as having an especially critical problem in relation to others.

2. Gender

Tables 32 and 33 show that there are very few differences between the percentages of boys and girls who are abstainers, abusers, and high abusers. In 8th grade, heavy-abusing girls surpass heavy-abusing boys by 4.5%. In all other grades however, there are more heavy-abusing boys than girls (9.8% more in 6th, 3.6% more in 10th, and 13% more in 12th). The gap is smallest between genders in grade 10 and widest in grade 12.

3. Age of First Drink

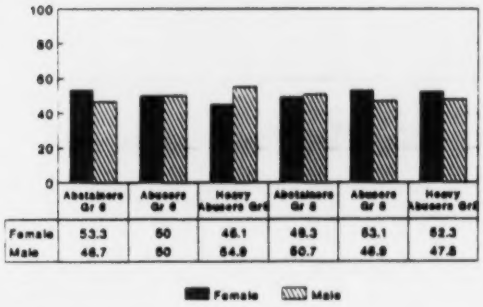
Students at each grade level were asked how old they were when they had their first drink. For this question, a "drink" was defined as "a can of beer, a glass of wine, or a mixed drink." The response options varied on the two survey forms to make the age categories appropriate for the grade levels.

As Tables 34 and 35 indicate, large percentages of both abusers (70.6%) and heavy abusers (77.6%) in 6th grade start drinking at age 10 or younger. As grade levels increase, the percentages in both categories who report starting this early decrease. By grade 12, only 15.5% of abusers and 30.1% of heavy abusers report that they began drinking this early.

4. Details of Drinking Behavior

Several questions pertained to more detailed information about student drinking habits. Respondents at all grade levels were asked to note how many drinks they usually consume at one time. Tables 36 and 37 suggest that as the students get older, they tend to drink increasingly greater quantities. This applies as much to the abusers as to the heavy abusers. In grade 6, 72.8% of the abusers drink less than one at a time. However, by grade 12, 43.1% drink two to four and 25.3% drink five or more. As for the heavy abusers, greater percentages of them in 6th grade are already drinking one (35.2%), two to four (22.5%), and even five or more (14.1%). By 12th grade, 32.6% are drinking two to four, and 58.5% are drinking five or more.

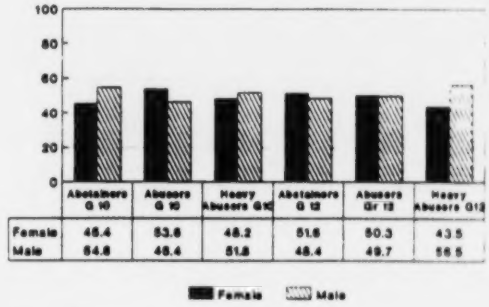
Table 32: Gender by Use Level
Grades 6 and 8



	Abstainers Gr 6	Abusers Gr 6	Heavy Abusers Gr6	Abstainers Gr 8	Abusers Gr 8	Heavy Abusers Gr8
Female	53.3	50	46.1	49.3	53.1	52.3
Male	46.7	50	54.9	50.7	46.9	47.8

Numbers Denote Percentages

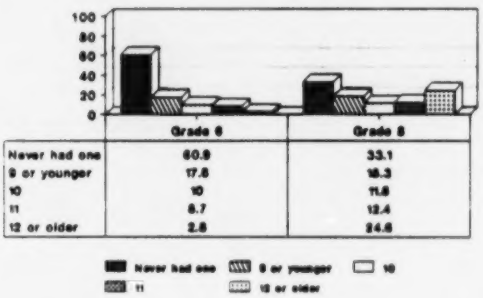
Table 33: Gender by Use Level
Grades 10 and 12



	Abstainers G 10	Abusers G 10	Heavy Abusers G10	Abstainers G 12	Abusers Gr 12	Heavy Abusers G12
Female	46.4	53.6	48.2	51.6	50.3	43.5
Male	54.6	46.4	51.8	48.4	49.7	56.5

Numbers Denote Percentages

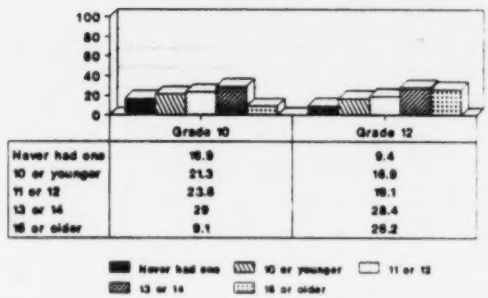
Table 34: Age of First Full Drink
(Grades 6 & 8)



	Grade 6	Grade 8
Never had one	60.9	33.1
9 or younger	17.8	18.3
10	10	11.8
11	8.7	12.4
12 or older	2.8	24.6

Numbers Denote Percentages

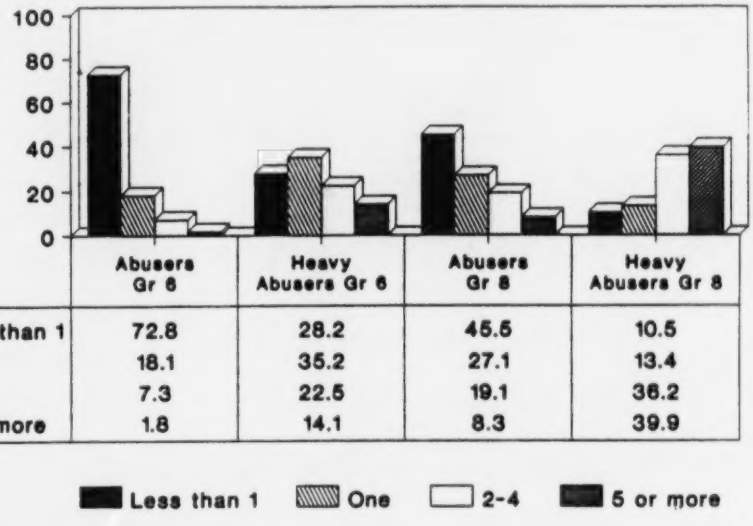
Table 35: Age of First Full Drink
(Grades 10 & 12)



	Grade 10	Grade 12
Never had one	16.9	9.4
10 or younger	21.3	16.9
11 or 12	23.8	19.1
13 or 14	29	28.4
15 or older	9.1	26.2

Numbers Denote Percentages

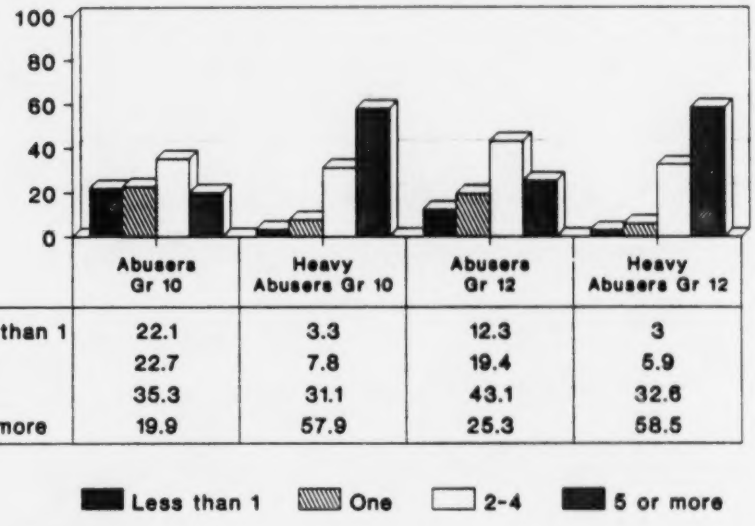
Table 36: How Much Is Drunk At One Time? (Gr 6 & 8)



	Abusers Gr 6	Heavy Abusers Gr 6	Abusers Gr 8	Heavy Abusers Gr 8
Less than 1	72.8	28.2	45.5	10.5
One	18.1	35.2	27.1	13.4
2-4	7.3	22.5	19.1	36.2
5 or more	1.8	14.1	8.3	39.9

Numbers Denote Percentages

Table 37: How Much Is Drunk At One Time? (Gr 10 & 12)



	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
Less than 1	22.1	3.3	12.3	3
One	22.7	7.8	19.4	5.9
2-4	35.3	31.1	43.1	32.6
5 or more	19.9	57.9	25.3	58.5

Numbers Denote Percentages

The 10th and 12th grade students alone were asked additional questions about their drinking habits:

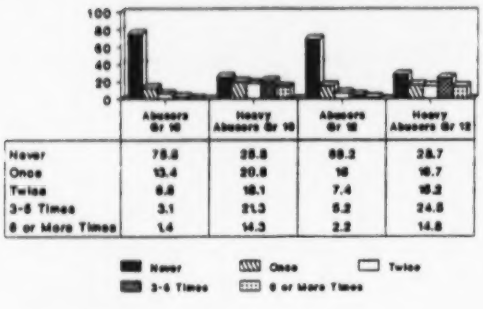
- How many times they had five or more drinks in a row over the past two weeks (Table 38).
- How many drinks it takes for them to get drunk (Table 39).
- If they ever use alcohol and other drugs together (Table 40).
- If they have ever had a time in their life when they drank more than now (Table 41).

Table 38 shows that while only 24.4% of abusing 10th graders and 30.8% of abusing 12th graders claim to have indulged in five or more drinks at a time at least once over the previous two weeks, far greater quantities of heavy abusers claim to have done so.

Table 39 shows that the largest number of abusers cited three or four drinks (35.9% in both grades) as necessary for getting drunk, while the largest number of heavy abusers cited five or six drinks (32.8% at grade 10 and 36.3% at grade 12).

Table 40 indicates that the differences between abusers and heavy abusers are more striking regarding the numbers who report mixing alcohol and other drugs. Whereas 78.9% of 10th grade abusers and 67.9% of 12th grade abusers report they've never done so, only 29.1% of heavy-using 10th graders and 19.1% of heavy-using 12th graders report this. At 10th grade, slightly greater numbers of heavy abusers (30.9% compared to 27.3%) say they have only done so once or twice rather than many times. However, in 12th grade, 10.8% more have mixed drugs and alcohol

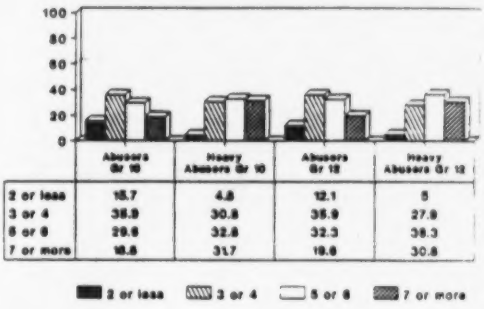
Table 38: Times With 5 In A Row Over Last 2 Weeks (Gr 10 & 12)



	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
Never	75.8	35.8	88.2	28.7
Once	13.4	20.8	16	16.7
Twice	6.8	16.1	7.4	15.2
3-5 Times	3.1	21.3	5.2	24.8
6 or More Times	1.4	14.3	2.2	14.8

Numbers Denote Percentages

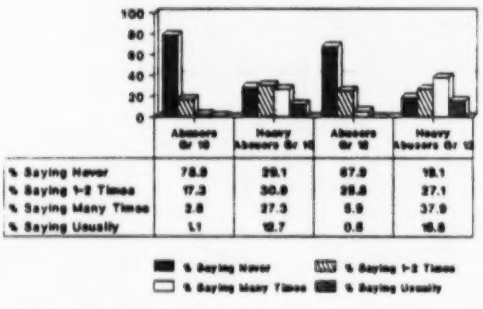
Table 39: Number Of Drinks Needed To Get Drunk (Gr 10 & 12)



	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
2 or less	15.7	4.8	12.1	5
3 or 4	38.9	30.8	35.9	27.9
5 or 6	29.6	32.8	32.3	36.3
7 or more	15.8	31.7	19.6	30.8

Numbers Denote Percentages

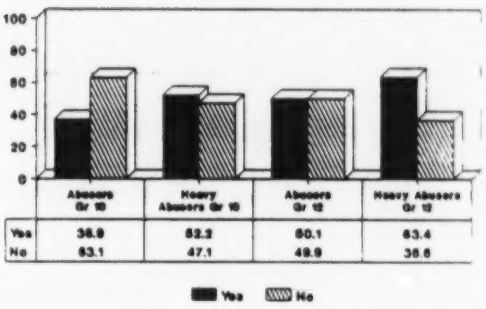
Table 40: Numbers of Respondents Mixing Drugs & Alchl (Gr 10 & 12)



	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
% Saying Never	78.9	39.1	87.9	19.1
% Saying 1-2 Times	17.3	30.9	9.8	27.1
% Saying Many Times	2.8	27.3	0.9	37.9
% Saying Usually	1.1	12.7	0.8	15.8

Numbers Denote Percentages

Table 41: Have The Drinkers Used Alchl More In The Past? (Gr 10 & 12)



	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
Yes	36.9	52.2	50.1	63.4
No	63.1	47.1	49.9	36.6

Numbers Denote Percentages

many times rather than only once or twice. Research suggests that students often begin using other drugs after they have developed regular drinking habits.

Table 41 gives some indication of the percentages of students who have decreased their drinking habits. Among the 10th graders, 36.9% of the abusers and 52.2% of the heavy abusers have decreased their habits. By 12th grade however, 50.1% of abusers and 63.4% of heavy abusers claim they drank more in the past.

5. Trouble with the Law

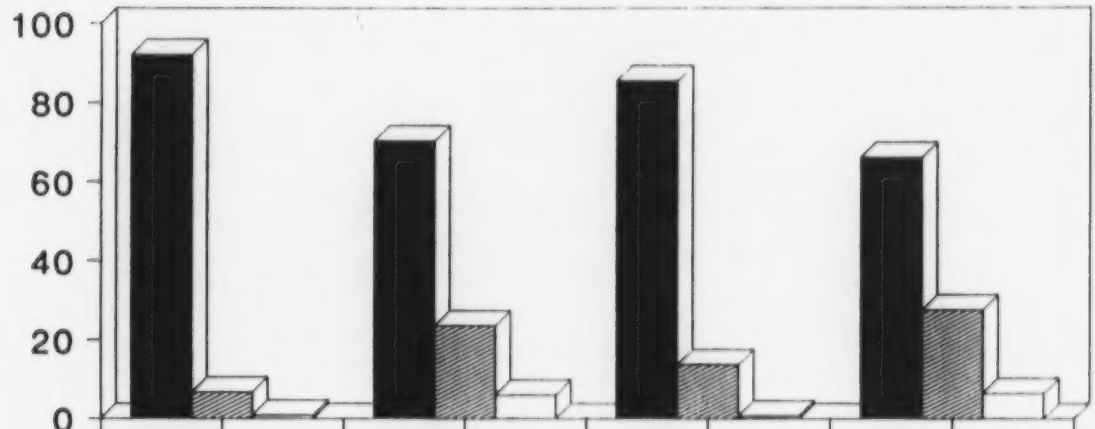
The respondents in 10th and 12th grade were asked if they have ever been in trouble with the law because of drinking or drug use. The results in Table 42 show that 29.6% of heavy-using 10th graders report such troubles at least once or twice. In 12th grade, this number increases to 34%. The numbers are higher than the equivalent percentages of abusers who report legal trouble. However, the percentages of heavy abusers who report recurrent troubles ("many times") are much lower than those who report they have had this experience only once or twice. At 10th grade, 17.5% fewer heavy abusers report recurrent troubles than those who report having trouble once or twice. At 12th grade, 21% fewer do so.

6. School Behavior and Future Aspirations

Tables 43 to 53 note student responses to questions regarding:

- The amount of time from school they typically miss. (Tables 43-46)
- Whether they have ever had to repeat a grade. (Table 47)

Table 42: Number Saying They've Had Trouble With Law From Use (Gr 10 & 12)

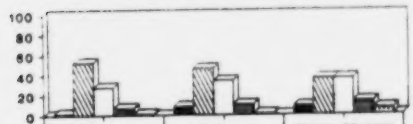


	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
Never Have Had	92.2	70.4	85.5	66.1
Once or Twice	6.8	23.6	13.7	27.5
Many Times	0.9	6	0.8	6.5

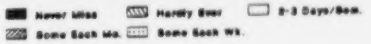
Never Have Had Once or Twice Many Times

Numbers Denote Percentages

Table 43: How Much School Time Is Missed at Grade 6?



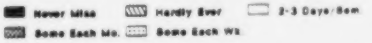
	Abstainers	Abusers	Heavy Abusers
Never Miss	1.8	8.8	8.8
Hardly Ever	52.8	46.1	36
2-3 Days/Sem.	27.8	34.2	36
Some Each Mo.	6.9	10.1	13.2
Some Each Wk.	1.1	1.1	6.1



Numbers Denote Percentages

Table 44: How Much School Time Is Missed at Grade 8?

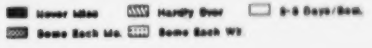
	Abstainers	Abusers	Heavy Abusers
Never Miss	1.1	5.7	4.4
Hardly Ever	45.8	36.2	25.2
2-3 Days/Sem.	34.7	40.7	33.8
Some Each Mo.	8.1	15.8	25.2
Some Each Wk.	0.4	1.7	11.3



Numbers Denote Percentages

Table 45: How Much School Time Is Missed at Grade 10?

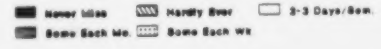
	Abstainers	Abusers	Heavy Abusers
Never Miss	13.1	7.8	4.8
Hardly Ever	37.8	28.1	16.9
2-3 Days/Sem.	39.4	38.3	28.3
Some Each Mo.	9.8	23	42.8
Some Each Wk.	1.2	2	10.8



Numbers Denote Percentages

Table 46: How Much School Time Is Missed at Grade 12?

	Abstainers	Abusers	Heavy Abusers
Never Miss	11.8	5.9	4.5
Hardly Ever	33.4	23.5	13.5
2-3 Days/Sem.	35	36.7	27.3
Some Each Mo.	19.3	31.5	43.4
Some Each Wk.	0.5	2.5	11.3



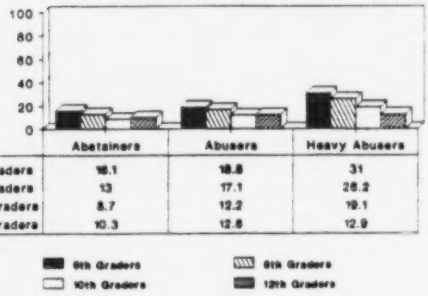
Numbers Denote Percentages

- o The likelihood of their graduating from college. (Tables 48-49)
- o The number of extra-curricular activities they participate in on the school site. (Tables 50-51)
- o The number of extra-curricular activities they participate in off the school site. (Tables 52-53)

These questions bear on academic performance and commitment to mainstream, non-drug related activities in and out of school. Numbers of commitments appear to decrease with grade level and abuse level. As Tables 43-46 indicate, the percentages of students who frequently miss school increase with grade level regardless of whether they use intoxicants. However, the magnitude of those increases corresponds with levels of abuse. At 6th grade (see Table 43), 8% of the abstainers, 11.2% of abusers, and 19.3% of heavy abusers miss some school each month or each week. By 12th grade (see Table 46), these percentages increase to 19.8, 34, and 54.7, respectively.

Among abstainers, the largest increases in absenteeism occur between 10th and 12th grade (a jump in monthly or weekly absenteeism of 8.8 percentage points), while rates among heavy abusers stabilize. Among abusers, the numbers reporting absenteeism every month or week climb 6.3 points between 6th and 8th grade, 7.5 points between 8th and 10th grade, and 9 points between 10th and 12th grade. Thus, heavy abusers develop patterns of low commitment to school earlier than others, and stay with these patterns. Low abusers and abstainers also become absent in greater numbers as they progress through school.

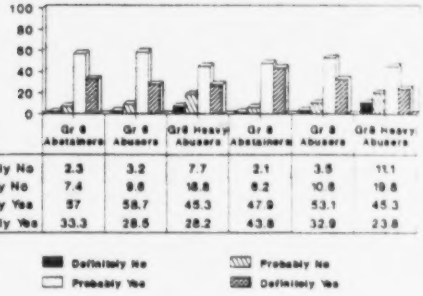
Table 47: % of Each Cohort Group Who Say They've Repeated a Grade



	Abstainers	Abusers	Heavy Abusers
6th Graders	16.1	18.8	31
8th Graders	13	17.1	26.2
10th Graders	8.7	12.2	19.1
12th Graders	10.3	12.8	12.9

Numbers Denote Percentages

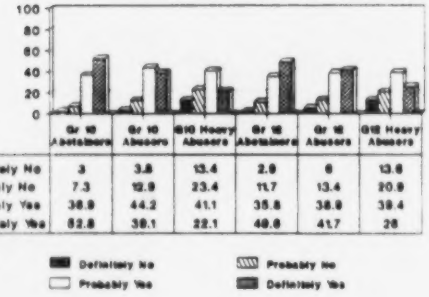
Table 48: Likelihood of College Graduation: 6th & 8th Graders



	Gr 6 Abstainers	Gr 6 Abusers	Gr6 Heavy Abusers	Gr 8 Abstainers	Gr 8 Abusers	Gr8 Heavy Abusers
Definitely No	2.3	3.2	7.7	2.1	3.5	11.1
Probably No	7.4	9.6	18.8	8.2	10.6	19.8
Probably Yes	57	58.7	45.3	47.9	53.1	45.3
Definitely Yes	33.3	28.5	28.2	43.8	32.9	23.8

Numbers Denote Percentages

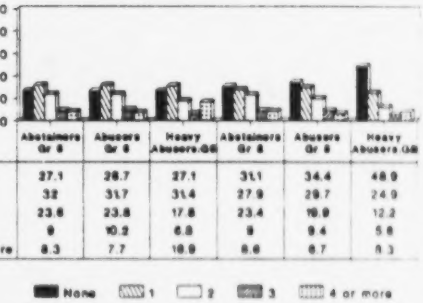
Table 49: Likelihood of College Graduation:10th & 12th Graders



	Gr 10 Abstainers	Gr 10 Abusers	G10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	G12 Heavy Abusers
Definitely No	3	3.8	13.4	2.9	6	13.6
Probably No	7.3	12.9	23.4	11.7	13.4	20.9
Probably Yes	36.9	44.2	41.1	35.8	38.9	38.4
Definitely Yes	52.8	39.1	22.1	49.6	41.7	26

Numbers Denote Percentages

Table 50: # of Extra-School Activities by 6th & 8th Graders



	Abstainers Gr 6	Abusers Gr 6	Heavy Abusers Gr6	Abstainers Gr 8	Abusers Gr 8	Heavy Abusers Gr8
None	27.1	26.7	27.1	31.1	34.4	48.9
1	32	31.7	31.4	27.9	29.7	24.9
2	23.6	23.8	17.8	23.4	19.9	12.2
3	9	10.2	6.8	9	9.4	5.6
4 or more	8.3	7.7	16.9	8.6	6.7	8.3

Numbers Denote Percentages

43

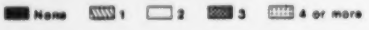
Table 51: # of Extra-School Activities by 10th & 12th Graders

	Abstainers Gr 10	Abusers Gr 10	Heavy Abusers-Gr10	Abstainers Gr 12	Abusers Gr 12	Heavy Abusers-Gr12
None	26.1	30.3	46.9	26.9	36	48.1
1	24	27.8	25.1	21.2	24.7	21.8
2	23.3	21.6	17.1	18.4	20.3	13.9
3	16.3	12.1	7.2	13.8	12.2	8.8
4 or more	10.1	8.2	3.7	18.9	12.8	7.8

Numbers Denote Percentages

Table 52: # of Non-School Activities by 6th & 8th Graders

	Abstainers Gr 6	Abusers Gr 6	Heavy Abusers-Gr6	Abstainers Gr 8	Abusers Gr 8	Heavy Abusers-Gr8
None	27.1	26.7	27.1	29	37.4	48.2
1	32	31.7	31.4	26.9	28.2	28.4
2	23.6	23.8	17.8	21.7	16.7	10.5
3	9	10.2	8.8	9.9	8.2	3.9
4 or more	8.3	7.7	16.9	12.5	7.6	9



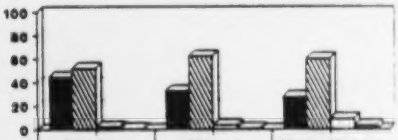
Numbers Denote Percentages

Table 53: # of Non-School Activities by 10th & 12th Graders

	Abstainers Gr 10	Abusers Gr 10	Heavy Abusers-Gr10	Abstainers Gr 12	Abusers Gr 12	Heavy Abusers-Gr12
None	28.1	43.8	67.9	25.8	44.1	66.9
1	29.7	30.2	24.3	26.9	30.7	21.8
2	23.3	16.9	10	22.8	16.8	13.1
3	16.3	12.1	7.2	12.3	6	3.6
4 or more	8.7	4.3	3.7	12.8	4.8	4.8

Numbers Denote Percentages

Table 54: Self-Esteem According to Use Levels (Grades Combined)



	Abstainers	Abusers	Heavy Abusers
Feel Very Good	44.7	32.8	27.6
Feel Pretty Good	52.2	62.4	60.3
Feel Pretty Bad	2.4	3.9	8.85
Feel Very Bad	0.8	0.9	3.4

Numbers denote Percentages

Regarding repeating a grade (see Table 47), relatively greater numbers of heavy abusers report having done so, but that number is never very high. It should be noted that, of the heavy abuse groups, the largest percentage who report repeating a grade are found in 6th grade at 31%. As grade level increases, fewer percentages of heavy abusers report repeating a grade. In fact, by 12th grade, approximately the same percentages of abusers report grade retention as heavy abusers (12.6% vs 12.9%), and these numbers are not much different from the percentage of abstainers who report it (10.3%).

These results suggest that, when the ranks of heavy abusers are small, in the early grades, there is a higher relationship to poor academic performance.

Heavy abusers also report less involvement in extra-curricular activities on and off the school grounds than abusers and abstainers, although the majority of students in all abuse categories do participate in at least one activity through grade 12. As Table 51 indicates, 71.3% of the abstainers, 70% of the abusers, and 51.9% of the heavy abusers participate at grade 12 in at least one on-campus activity. Tables 52 and 53 show that, when combining all students who participate in at least one activity, there is, in general, slightly more participation on-campus than off especially among high abusers. This suggests that even most heavy abusers will maintain commitment to school if the school can attract them with an appealing extra-curricular activity.

Regarding aspirations for graduating from college some day (Tables 48 and 49), the results follow patterns similar to responses about extra-curricular activities.

With the exception of a very slight increase in college aspirations among abstainers between 6th and 8th grade (where the percentages of students who say they either will probably or definitely graduate from college increase from 90.3% to 91.7%), the trends over the years suggest slight decreases in college aspirations as the students get older.

However, a clear majority of students maintain an interest in going to college regardless of their grade level and degree of abuse. Even at 12th grade, where the percentages are lowest, 85.4% of the abstainers, 80.6% of the abusers, and 65.4% of the heavy abusers still say they probably or definitely will graduate from college.

7. Self-esteem, and its Relation to College Aspirations

High expectations for going to college correspond to high levels of self-esteem that cut across all levels of abuse. Combining all grade levels together, Table 54 shows that 96.9% of the abstainers, 95.2% of the abusers, and 87.9% of the heavy abusers feel either "very good" or "pretty good." High reported self-esteem among abusers and heavy abusers may be due somewhat to mood alterations brought on by use rather than to authentic self-esteem. The issue could use further investigation.

8. Parental Attitudes

Students in 10th and 12th grade were asked about how their parents would respond to them doing the following:

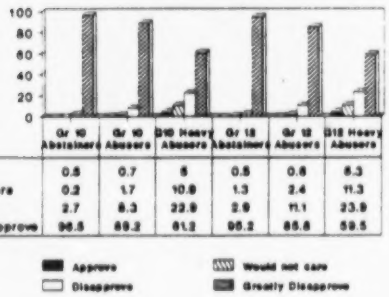
- smoking marijuana occasionally (Table 55)

- having one or two drinks every day (Table 56)
- having five or more drinks twice per weekend (Table 57)
- attending a party in a private home where alcoholic beverages were available (Table 58)

The results presented in Tables 55 and 57 suggest that the parents of heavy abusers in grades 10 and 12 are more tolerant of their children drinking five or more drinks once or twice a weekend than they are of "occasional marijuana use." Table 57 indicates that 25% of the parents of heavy-abusing 10th graders and 28.4% of parents of heavy-abusing 12th graders may either approve or not care about them drinking this frequently on weekends, in contrast to 15.9% and 16.6%, respectively, approving or not caring about occasional marijuana use (Table 55). Regarding attendance at parties where alcohol is served (see Table 58), 43.8% of the parents of heavy-abusing 10th graders and 55% of those with heavy-abusing 12th graders would approve or not care. It should be noted that these levels of parental tolerance do not carry over to daily or near-daily drinking. Table 56 reveals that parental consent for daily or near-daily drinking drops to 15.1% for heavy-abusing 10th graders and 16.7% for heavy-abusing 12th graders.

The survey asked students if they have ever gotten into trouble at home from drinking or using drugs. Results are displayed on Tables 59 and 60. At all grade levels, greater percentages of heavy abusers report getting into trouble than abusers. However, the lowest percentages of heavy abusers who say they've been trouble at home from use are in 6th grade. Only 26.3% of the heavy abusers in grade 6 have ever gotten in trouble at home for it. By 8th grade, 46.7% have gotten in trouble at

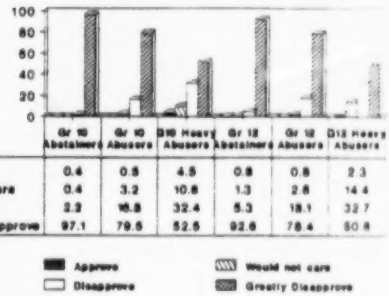
Table 55: How Parents Would Respond To Occasional Marijuana Use



	Gr 10 Abstainers	Gr 10 Abusers	D10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	D12 Heavy Abusers
Approve	0.5	0.7	5	0.5	0.6	5.3
Would not care	0.2	1.7	10.8	1.3	2.4	11.3
Disapprove	2.7	8.3	22.9	2.9	11.1	23.9
Greatly Disapprove	96.5	89.2	61.2	95.2	85.8	59.5

Numbers Denote Percentages

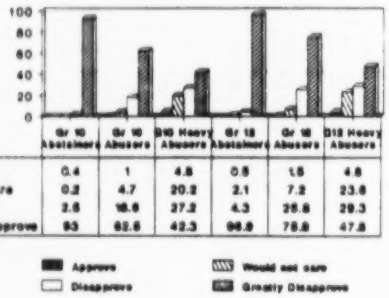
Table 56: How Parents Would Respond To 1-2 Drinks Nearly Every Day



	Gr 10 Abstainers	Gr 10 Abusers	D10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	D12 Heavy Abusers
Approve	0.4	0.5	4.5	0.8	0.8	2.3
Would not care	0.4	3.2	10.8	1.3	2.8	14.4
Disapprove	2.2	16.8	32.4	5.3	18.1	32.7
Greatly Disapprove	97.1	79.5	52.5	92.6	78.4	50.6

Numbers Denote Percentages

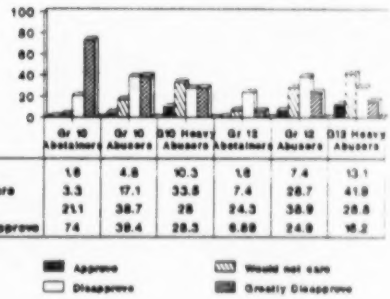
Table 57: How Parents Would Respond To 5 or More Drinks 1-2 Times/Wknd



	Gr 10 Abstainers	Gr 10 Abusers	D10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	D12 Heavy Abusers
Approve	0.4	1	4.8	0.8	1.5	4.8
Would not care	0.2	4.7	20.2	2.1	7.2	23.8
Disapprove	2.8	16.6	27.2	4.3	25.8	29.3
Greatly Disapprove	93	82.6	42.3	90.8	75.8	47.8

Numbers Denote Percentages

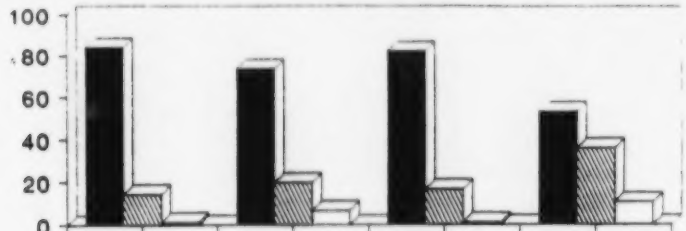
Table 58: How Parents Would Respond To Private Drinking Parties



	Gr 10 Abstainers	Gr 10 Abusers	D10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	D12 Heavy Abusers
Approve	1.8	4.8	10.3	1.8	7.4	13.1
Would not care	3.3	17.1	33.8	7.4	28.7	41.9
Disapprove	21.1	38.7	28	24.3	38.9	28.8
Greatly Disapprove	74	38.4	28.3	6.88	24.9	16.2

Numbers Denote Percentages

Table 59: Number Saying They've Been In Trouble At Home From Use (Gr 6 & 8)

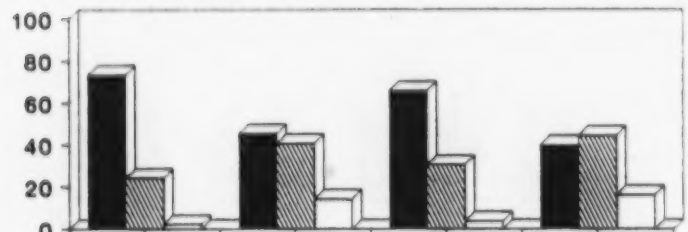


	Abusers Gr 6	Heavy Abusers Gr 6	Abusers Gr 8	Heavy Abusers Gr 8
Have Never Been	84.3	73.7	82.3	53.3
Once or Twice	14.4	19.7	16.7	36.1
Many Times	1.3	6.6	1	10.6

Have Never Been Once or Twice
Many Times

Numbers Denote Percentages

Table 60: Number Saying They've Been In Trouble At Home From Use (Gr 10, 12)



	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
Have Never Been	73.4	45.3	65.8	39.8
Once or Twice	24.3	40.6	30.5	44.3
Many Times	2.2	14.1	3.7	16

Have Never Been Once or Twice
Many Times

Numbers Denote Percentages

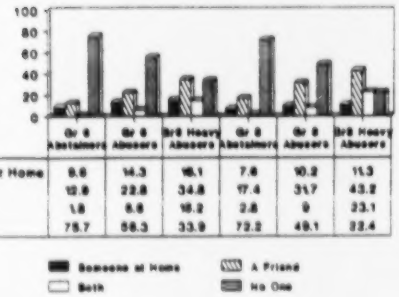
home due to heavy abuse. By 10th grade, it increases to 54.7%. By 12th grade, it increases to 60.2%.

Whether alcohol or marijuana are in question, the relationship of heavy student use to parental attitudes is noteworthy when compared to the reported attitudes of parents of abusers and abstainers. Of the parents of abusing 10th graders, Tables 55-58 indicate that only 2.4% tolerate their occasional marijuana use, 3.7% tolerate their drinking one or two drinks nearly every day, 5.7% tolerate their drinking five or more once or twice a weekend, and 21.9% tolerate their attendance at parties where alcohol is served. Of the low-using 12th graders, the comparable percentages are, respectively, 3%, 3.4%, 8.7%, and 36.1%. Regarding parents of abstaining children, the numbers are even smaller, and most markedly on the subject of tolerating attendance at alcohol-serving parties. Only 4.9% of the parents of abstaining 10th graders and 9% of comparable parents of 12th graders would tolerate this.

9. Use and Availability in the Homes of Users

The relationship between use and availability in the home and levels of student abuse are explored in Tables 61-64. Tables 61 and 62 show the differences between reports of home use vary a great deal according to abuse levels, until senior high school. For example, in grade 6, 11.4% of abstainers know someone at home with a drinking and drug problem (this number is obtained by combining the "someone at home" and "both" categories). This is quite a bit smaller than the 31.3% of heavy abusers who know someone like this.

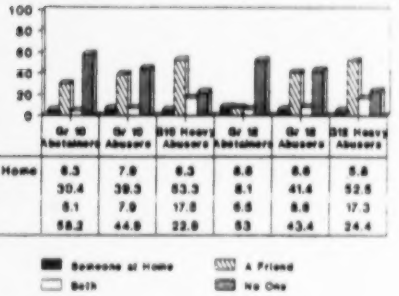
Table 61: Do Friends or Co-Habitants Have A Drug Problem? (Gr. 6 & 8)



	Gr 6 Abstainers	Gr 6 Abusers	Gr 6 Heavy Abusers	Gr 8 Abstainers	Gr 8 Abusers	Gr 8 Heavy Abusers
Someone at Home	8.6	14.3	16.1	7.6	10.2	11.3
A Friend	12.9	22.8	34.8	17.4	31.7	43.2
Both	1.8	6.6	16.2	2.8	9	23.1
No One	75.7	56.3	33.9	72.2	49.1	22.4

Numbers Denote Percentages

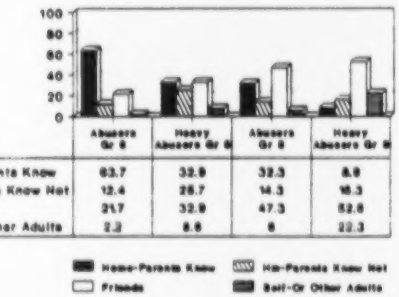
Table 62: Do Friends or Co-Habitants Have A Drug Problem? (Gr. 10 & 12)



	Gr 10 Abstainers	Gr 10 Abusers	810 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	812 Heavy Abusers
Someone at Home	6.3	7.9	6.3	6.6	6.6	6.6
A Friend	30.4	39.3	53.3	6.1	41.4	52.5
Both	6.1	7.9	17.8	6.5	6.6	17.3
No One	58.2	44.9	22.6	53	43.4	24.4

Numbers Denote Percentages

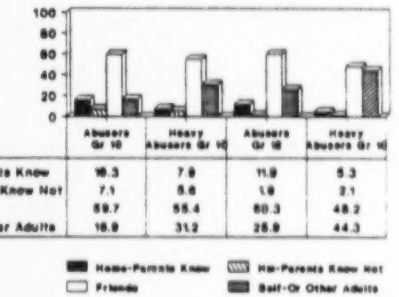
Table 63: Usual Sources of Drinks (Gr 6 & 8)



	Abusers Gr 6	Heavy Abusers Gr 6	Abusers Gr 8	Heavy Abusers Gr 8
Home-Parents Know	63.7	32.9	32.3	8.9
Hm-Parents Know Not	12.4	25.7	14.3	16.3
Friends	21.7	32.9	47.3	52.6
Self-Or Other Adults	2.2	8.6	6	22.3

Numbers Denote Percentages

Table 64: Usual Sources of Drinks (Gr 10 & 12)



	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
Home-Parents Know	16.3	7.9	11.9	5.3
Hm-Parents Know Not	7.1	5.6	1.9	2.1
Friends	59.7	55.4	60.3	48.2
Self-Or Other Adults	16.9	31.2	25.9	44.3

Numbers Denote Percentages

The percentages of heavy abusers who report problem use at home are higher in grades 6 and 8 (31.3% and 34.4% respectively) than they are in grades 10 and 12 (23.8% and 23.1%). At the same time, the numbers of heavy abusers who report problem use among friends increases from grade to grade, though somewhat leveling off at 10th grade. These findings suggest that in the earlier grades, the home is the major contributing influence to use. However, in the upper grades, the ranks of heavy abusers swell to include those whose negative role models come from peers rather than the home. Thus, the home is a crucial influence, but its influence relative to peers diminishes as the students get older.

The data on Tables 63 and 64 reinforce these conclusions. They show that, at grade 6, 39.9% of the heavy abusers report that they usually get drinks at home in front of knowing parents. The same number report they get drinks from friends. These percentages shift dramatically in 8th grade, when only 8.9% cite the home - with knowing parents -- as the usual source, compared with 52.6% who cite friends. The pattern set in 8th grade continues through grade 12, with the only difference being that by 12th grade, close to as many heavy abusers rely on themselves or other adults as rely on friends. This trend toward greater reliance on themselves and other adults does not apply to the abusers.

10. <u>The Home as an Influence Relative to the School and Community</u>

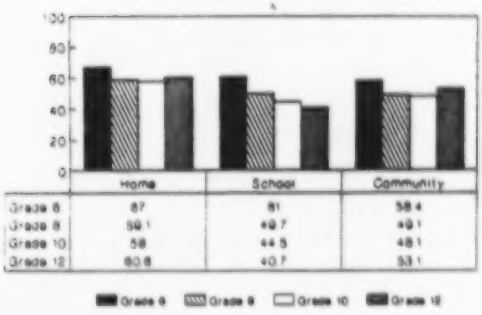
Several questions on the survey address the issue of the potential that homes, schools, and communities have for exerting positive influences on students. Table 65

shows that more students at all four grade levels cite the home as the most important source of influence for changed attitudes and behavior towards alcohol and other drugs. The school is never as strong an influence as the home, and its influence relative to the community drops as the grade level increases. In grade 6, only 6% more students cite the home over the school, but by 12th grade, 19.9% more cite the home. As the years progress, the school's influence wanes relatively to the greater influence of the community. In 6th grade, 2.6% more cite the school over the community. However, by 12th grade, 12.4% more cite the community over the school.

Tables 66-68 show how these numbers break down according to levels of abuse averaged across all four grade levels. Similar numbers of abstainers and abusers cite all three contexts as influences. Fifty-eight percent of the abstainers and 49.7% of the abusers cite school; 70.5% and 62.3%, respectively, cite the home; and 59.6% and 53%, respectively, cite the community. On the other hand, far fewer heavy abusers cite these contexts as influences. Only 21.9% cite the school, 34% cite the home, and 28% cite the community.

The questions to which these tables correspond were worded somewhat ambiguously, so it is not altogether clear whether all students read the phrase "changed attitudes and behavior" as signifying a change away from choosing intoxicants. However, the fact that far greater percentages of abstainers and abusers responded affirmatively than heavy abusers indicates that they probably interpreted the questions' intentions accordingly. Hence, the value of these findings as a gauge of anti rather than pro-drug influences are supported by the direction of the results.

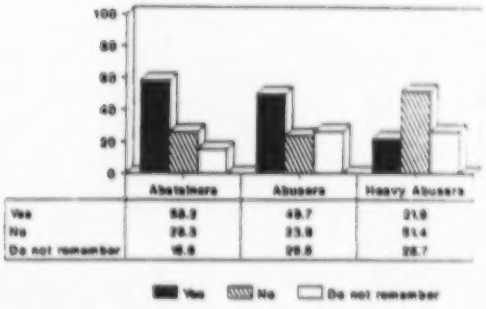
Table 65: % of Respondents Who Cite Sources As Changing Them



	Home	School	Community
Grade 8	67	61	58.4
Grade 9	59.1	49.7	49.1
Grade 10	58	44.5	48.1
Grade 12	60.6	40.7	53.1

Numbers Denote Percentages

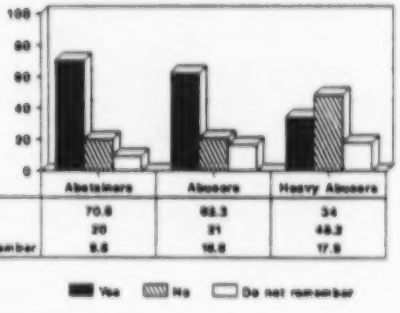
Table 66: Has Change Occurred Due To Learning From Schl (Grades Combined)



	Abstainers	Abusers	Heavy Abusers
Yes	58.2	48.7	21.9
No	28.3	23.8	51.4
Do not remember	15.6	28.5	26.7

Numbers Denote Percentages

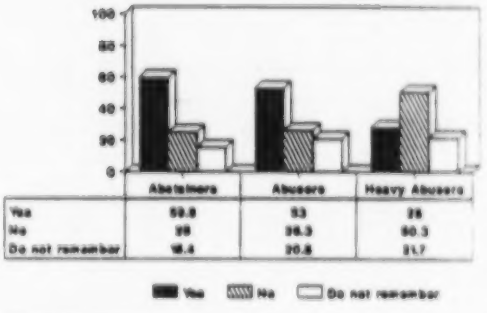
Table 67: Has Change Occurred Due To Learning From Home (Grades Combined)



	Abstainers	Abusers	Heavy Abusers
Yes	70.8	63.3	34
No	20	31	48.2
Do not remember	9.8	15.8	17.9

Numbers Denote Percentages

Table 68: Has Change Occurred Due To Community Learning (Grades Combined)



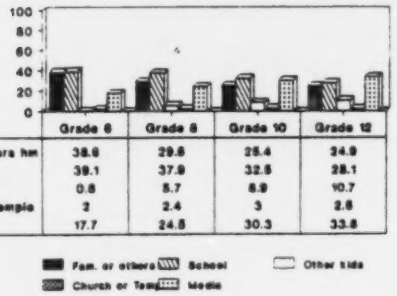
	Abstainers	Abusers	Heavy Abusers
Yes	59.8	53	25
No	29	36.3	50.3
Do not remember	10.4	20.8	21.7

Numbers Denote Percentages

Both survey forms asked respondents to cite where they learned the most about the "dangers of drugs and drinking." The results appear on Table 69. It appears that although more students cite home than school as influencing them to change their attitudes and behavior, slightly greater numbers cite the school as the main source of learning. At grade 6, only .5% more cite the school over the home. However, at grade 8, 8.3% more cite the school; at grade 10, 7.1%; and at grade 12, 3.2%. Once again, these data suggest that the home maintains a powerful influence, especially at the lower grades. However if people at home tend to be more persuasive in affecting changes, they are less likely to be the primary sources of information.

The results on Table 69 are also noteworthy because they reveal the powerful role of the media as a primary information source about the dangers of drugs. Its role increases as the students get older. Only 17.7% of the 6th graders cite media as the prime source of information. By 8th grade, with 24.5%, it almost rivals the family as the second most cited source. By 10th grade, with 30.3%, it has surpassed the family, and by 12th grade, with 33.8%, it replaces even the school as the primary source of information. In contrast, far fewer students cite peers or religious institutions as primary sources.

Table 69: Most Significant Information Source About Drug-Alchl Dangers

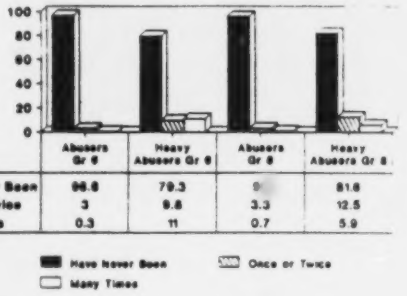


	Grade 6	Grade 8	Grade 10	Grade 12
Fam. or others hm	38.6	29.6	25.4	24.9
School	39.1	37.9	32.5	28.1
Other kids	0.6	5.7	6.9	10.7
Church or Temple	2	2.4	3	2.6
Media	17.7	24.5	30.3	33.6

Fam. or others School Other kids
Church or Tem Media

Numbers Denote Percentages

Table 70: Number Saying They've Been In Trouble In Schl From Use (Gr 6 & 8)

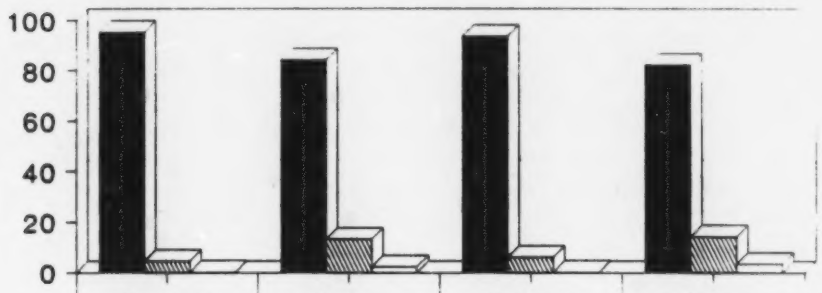


	Abusers Gr 6	Heavy Abusers Gr 6	Abusers Gr 8	Heavy Abusers Gr 8
Have Never Been	96.6	79.3	9	81.6
Once or Twice	3	9.6	3.3	12.5
Many Times	0.3	11	0.7	5.9

Have Never Been Once or Twice
Many Times

Numbers Denote Percentages

Table 71: Number Saying They've Been In Trouble In Schl From Use (Gr 10, 12)



	Abusers Gr 10	Heavy Abusers Gr 10	Abusers Gr 12	Heavy Abusers Gr 12
Have Never Been	95.3	84.3	93.7	82.3
Once or Twice	4.5	13.3	6.1	14.3
Many Times	0.2	2.4	0.2	3.4

Have Never Been Once or Twice
Many Times

Numbers Denote Percentages

11. The Proper Role of the School

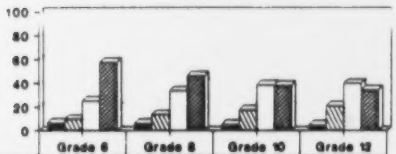
While it is clear that school is less of an influence than home with respondents, Table 65 and Tables 66-68 suggest that this lesser influence is by no means insignificant.

One obvious way schools try to enforce drug-free environments is by discipline. It has already been noted that the large numbers of students who claim that drug and alcohol use is visible on their campuses during the school day. One survey question can be used to get a sense of how much schools use discipline as a tactic. The question asked students whether they have ever gotten in trouble at school because of drinking or drug use. Tables 70 and 71 present the results. They indicate that few abusers or heavy abusers ever get in trouble for it. Of the heavy abusing group, 20.8% of the 6th graders, 18.4% of the 8th graders, 15.7% of the 10th graders, and 17.7% of the 12th graders have gotten in trouble in school from it at least once or twice. It is possible that only students who use intoxicants directly on campus or whose use is blatantly obvious from their behavior will ever be targets of disciplinary measures in school.

Many schools aim their efforts at prevention around drug-related curricula. Tables 72 to 76 identify the amounts that respondents believe they have learned in their classes about:

- types of drugs and what drugs do to people (Table 72)
- how to say no to kids who want you to use drugs or alcohol (Table 73)

Table 72: How Much Learned About What Drugs Do To People



	Grade 6	Grade 8	Grade 10	Grade 12
Do not remember	7	6.8	5.6	4.8
Learned a little	8.9	13.7	17.8	21
Learned some	25.4	33.7	38.6	39.9
Learned a lot	57.7	46.1	38.3	34.4

Do not remember | Learned a little | Learned some | Learned a lot

Numbers Denote Percentages

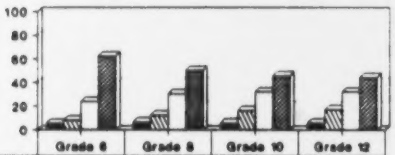
Table 73: How Much Learned About Saying No To Peer Pressure

	Grade 6	Grade 8	Grade 10	Grade 12
Do not remember	6.7	6.9	7.7	8.7
Learned a little	6.8	11.5	16.4	22.7
Learned some	18.1	22.2	29.7	46.2
Learned a lot	72.5	59.5	46.2	37.8

Do not remember | Learned a little | Learned some | Learned a lot

Numbers Denote Percentages

Table 74: How Much Learned About Good Life Decision-Making

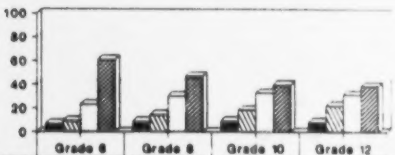


	Grade 6	Grade 8	Grade 10	Grade 12
Do not remember	5.7	6.7	6.8	6.1
Learned a little	8.1	12.5	16.4	17.4
Learned some	23.9	30.6	32.2	32.3
Learned a lot	62.3	50.3	45.6	44.3

Do not remember | Learned a little | Learned some | Learned a lot

Numbers Denote Percentages

Table 75: How Much Learned About Self-Esteem



	Grade 6	Grade 8	Grade 10	Grade 12
Do not remember	8.9	8.7	9.2	8.4
Learned a little	9.2	14.4	18.5	21.9
Learned some	23.1	30.1	32.7	31.3
Learned a lot	60.8	46.9	39.7	38.4

Do not remember | Learned a little | Learned some | Learned a lot

Numbers Denote Percentages

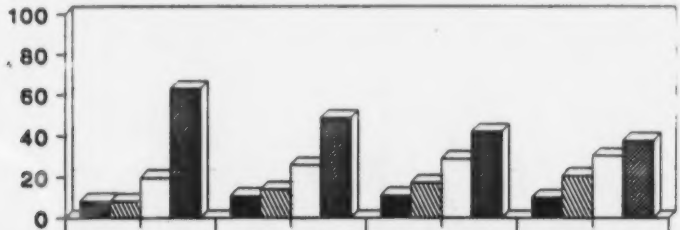
- how to make good decisions in life (Table 74)
- how to feel good about yourself (Table 75)
- healthy things to do rather than take drugs or alcohol (Table 76)

Although the survey forms did not allow the respondents to indicate that they learned nothing at all, it did allow them to indicate that the classes were essentially insignificant to them by indicating that they "do not remember" or that they merely "learned a little" as compared to "some" or "a lot."

The results show that students are most open to hearing all of these messages when they are young. In all five content areas, the numbers of students who learned a lot steadily diminishes as grade levels increase. Averaging across these five content areas mentioned in Tables 72-76, an average of 63.3% of the 6th graders report they learned a lot. However, by 8th grade, the average equivalent percentage drops to 50.4%, then to 42.4% in 10th grade and 38.6% in 12th grade.

The findings suggest that youth are most open to a school's prevention message in the early grades. This is made clear by the fact that, by overwhelming margins, most respondents themselves recommend that drug education begin early. Table 77 indicates that, at all grade levels, the largest numbers of respondents recommended that drug education begin no later than 3rd grade. Fifty percent of the 6th graders, 47.5% of the 8th graders, 40.1% of the 10th graders, and 40.6% of the 12th graders maintain this. The numbers at all grades who advocate starting later diminish steadily as the choices presented to them correspond to increasingly higher grade levels. The majority advocate starting no later than 4th or 5th grade (75.3 of the

Table 76: How Much Learned About Healthy Alternatives to Drugs-Alchl

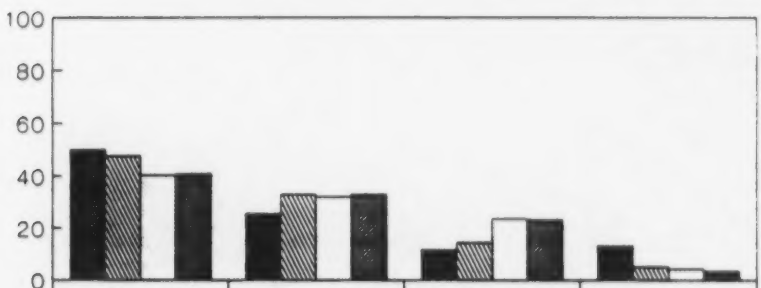


	Grade 6	Grade 8	Grade 10	Grade 12
Do not remember	8.5	10.9	11.2	10.2
Learned a little	8.4	14.1	17.4	20.9
Learned some	19.7	26	29.1	30.7
Learned a lot	63.4	49	42.4	38.2

Do not remember Learned a little
Learned some Learned a lot

Numbers Denote Percentages

Table 77: Preferred Grade Level For Beginning Drug Education

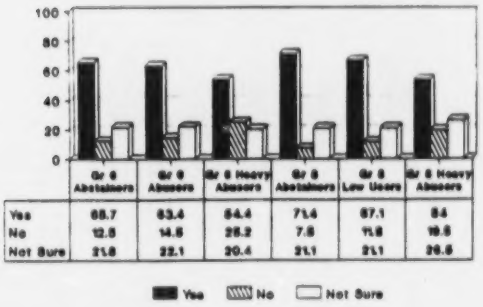


	3rd or Under	4th or 5th	6th, 7th or 8th	9th or Above
Grade 6	49.9	25.4	11.6	13.2
Grade 8	47.5	32.9	14.5	5.1
Grade 10	40.1	31.9	23.6	4.4
Grade 12	40.6	32.7	23.1	3.5

Grade 6 Grade 8 Grade 10 Grade 12

Numbers Denote Percentages

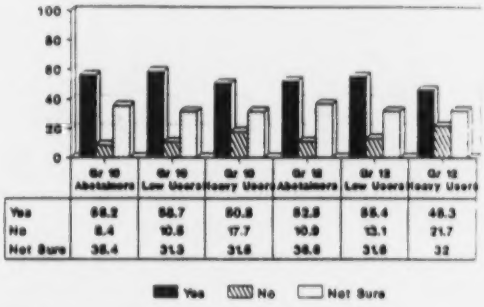
Table 78: Are Counselors and School Staff Available at Gr 6 and 8?



	Gr 6 Abstainers	Gr 6 Abusers	Gr 6 Heavy Abusers	Gr 8 Abstainers	Gr 8 Low Users	Gr 8 Heavy Abusers
Yes	65.7	63.4	54.4	71.4	67.1	54
No	12.9	14.5	25.2	7.5	11.5	19.5
Not Sure	21.5	22.1	20.4	21.1	21.1	26.5

Numbers Denote Percentages

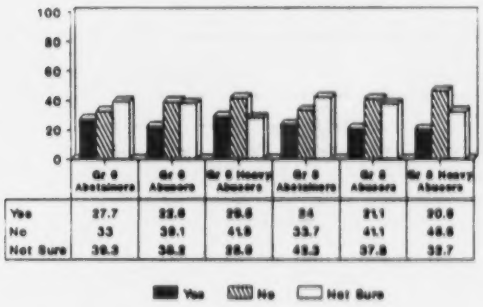
Table 79: Are Counselors and School Staff Available at Gr 10 & 12?



	Gr 10 Abstainers	Gr 10 Low Users	Gr 10 Heavy Users	Gr 12 Abstainers	Gr 12 Low Users	Gr 12 Heavy Users
Yes	59.2	58.7	50.8	52.8	55.4	48.3
No	8.4	10.5	17.7	10.9	13.1	21.7
Not Sure	36.4	31.3	31.5	36.3	31.5	32

Numbers Denote Percentages

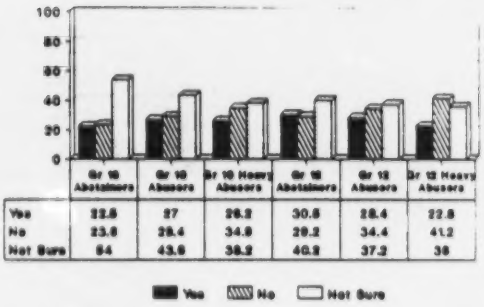
Table 80: Is a Student Support Group Available at Gr 6 and 8?



	Gr 6 Abstainers	Gr 6 Abusers	Gr 6 Heavy Abusers	Gr 8 Abstainers	Gr 8 Abusers	Gr 8 Heavy Abusers
Yes	27.7	22.6	25.6	24	21.1	20.8
No	33	39.1	41.5	33.7	41.1	46.5
Not Sure	39.3	38.3	33.9	43.3	37.8	33.7

Numbers Denote Percentages

Table 81: Is a Student Support Group Available at Gr 10 & 12?



	Gr 10 Abstainers	Gr 10 Abusers	Gr 10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	Gr 12 Heavy Abusers
Yes	22.5	27	26.2	30.5	28.4	22.5
No	23.5	29.4	34.9	29.2	34.4	41.2
Not Sure	54	43.6	38.2	40.2	37.2	36

Numbers Denote Percentages

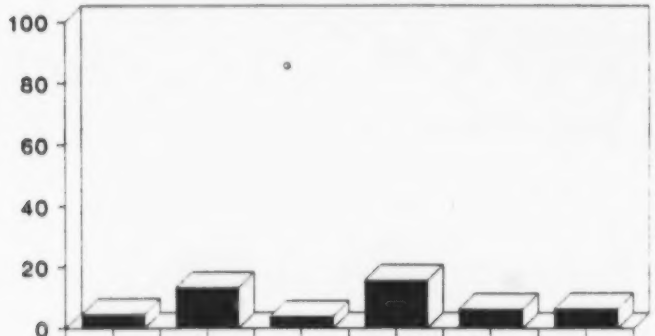
6th graders, 80.4% of the 8th graders, 72% of the 10th graders, and 73.3% of the 12th graders).

Beyond classroom interventions, some schools focus prevention and intervention around counseling. The survey asked students to note if they are aware of the existence of counselors, other school staff people, or student support groups to turn to in their schools to talk to about their alcohol and drug problems, or those of their friends. Tables 78-81 break down their responses by grade level and level of abuse.

The results suggest that, with both types of support, and across all grade levels, the numbers of students who claim that both types of support are missing from their school increase with the amount of intoxicants they abuse. At grade 6, 25.2% of the heavy abusers claim that counselors and support staff are missing at their school, while only 14.5% of the abusers and 12.5% of the abstainers are sure of this. At grade 12, the numbers are 21.7%, 13.1%, and 10.9% respectively. At grade 6, 41.9% of the heavy abusers, 39.1% of the abusers, and only 33% of the abstainers are certain that student support groups are missing. In 12th grade, these percentages remain similar, at 41.2, 34.4, and 29.2 respectively.

Tables 78-81 suggest that counselors and school staff are more available than student support groups. It should also be noted that the numbers of available support groups stay constant over the years, whereas the numbers of counselors and other staff diminish. In grade 6, an average of 26.6% of the respondents across abuse levels claim they are sure that student support groups are available. By 12th grade,

Table 82: Number Who Have Been In Treatment Programs (Gr 10 & 12)



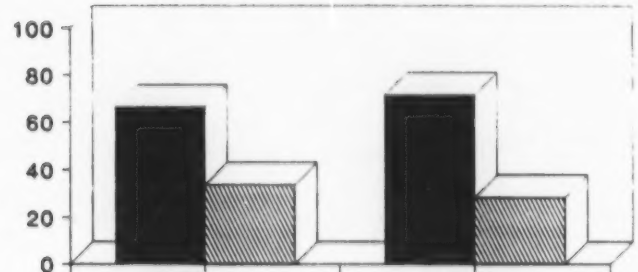
	Low Users-10	Heavy Users-10	Low Users-12	Heavy Users-12	State Total-10	State Total-12
Have Been in Prgrm	4.5	13.2	3.8	15.5	6.2	6.4

Have Been in Prgrm

Numbers Denote Percentages

Table 83: Of Those Ever In Treatment How Many Drink Less Now?

(N=134 at Gr 10. N=183 at Gr 12)



	Patients Now In G.10	Patients Now In G.12
Drink Less Now	66.4	71.6
Don't Drink Less Now	33.6	28.4

Drink Less Now Don't Drink Less Now

Numbers Denote Percentages

that number is only marginally different (27.2%). In contrast, at grade 6, an average of 61.2% of the respondents, across abuse levels, say they know that counselors and staff are available, but this percentage decreases to 51.4 in grade 12.

12. Treatment Programs

Respondents in grades 10 and 12 were asked if they have ever been in a treatment program, and very few responded affirmatively. Table 82 indicates that only 6.2% of the 10th graders and 6.4% of the 12th graders say they have. (Only students who report abuse or heavy abuse were included in the totals from which these percentages were calculated because it was assumed that abstainers would not be a target for these programs). However, these treatment programs may be having a positive effect because, as Table 83 indicates, 66.4% of the 10th graders and 71.6% of the 12th graders who have participated indicate that they drink less now than they used to.

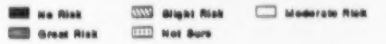
13. Respondent Attitudes About Drugs

Tenth and 12th graders were asked a series of attitude questions designed to determine how much risk they associate with:

- o smoking one or more packs of cigarettes a day (Table 84)
- o smoking marijuana occasionally (Table 85)
- o trying heroin once or twice (Table 86)
- o trying cocaine once or twice (Table 87)

Table 84: Perceived Risk From Smoking 1 or More Packs A Day (Gr 10 & 12)

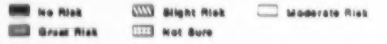
	Gr 10 Abstainers	Gr 10 Abusers	G10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	G12 Heavy Abusers
No Risk	1.8	0.8	3	2.1	0.8	2.1
Slight Risk	3.2	4.7	9.3	2.8	3.7	7.7
Moderate Risk	17.4	28.1	29.4	20.1	25.3	30.8
Great Risk	68.6	58.7	43.7	69.3	62.8	50.1
Not Sure	9	11.7	14.7	5.9	7.4	9.2



Numbers Denote Percentages

Table 85: Perceived Risk From Occasional Marijuana (Gr 10 & 12)

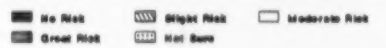
	Gr 10 Abstainers	Gr 10 Abusers	G10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	G12 Heavy Abusers
No Risk	1.8	1.8	11.2	2.1	1.8	8.6
Slight Risk	3.8	10.8	27.4	3.4	12.5	33.2
Moderate Risk	24.8	37	36.8	28.4	37.8	38.8
Great Risk	63.7	44.8	17.5	61.3	44.1	14.8
Not Sure	6.7	5	7.4	4.9	3.9	4.8



Numbers Denote Percentages

Table 86: Perceived Risk From Heroin Once or Twice (Gr 10 & 12)

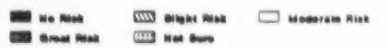
	Gr 10 Abstainers	Gr 10 Abusers	G10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	G12 Heavy Abusers
No Risk	1.2	1.4	6	2.1	1	3.1
Slight Risk	7.1	10.5	13.7	6.2	7.3	8.6
Moderate Risk	21.6	23.9	22.1	18.6	20.4	19.2
Great Risk	61.3	55.6	49.4	67.8	65.4	60.4
Not Sure	8.7	8.6	8.8	5.4	5.9	8.7



Numbers Denote Percentages

Table 87: Perceived Risk From Cocaine Once or Twice (Gr 10 & 12)

	Gr 10 Abstainers	Gr 10 Abusers	G10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	G12 Heavy Abusers
No Risk	1.8	1.3	6.8	2.1	1.3	4.3
Slight Risk	6.7	7.9	18.2	3.6	7.4	16.9
Moderate Risk	14.4	22	26.2	18.3	20.1	32.1
Great Risk	67	61.8	41.4	70.9	66.9	42.3
Not Sure	7.1	7.2	7.7	5.2	4.3	5.4



Numbers Denote Percentages

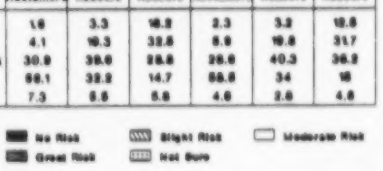
- having five or more drinks once or twice each weekend (Table 88)
- using a needle given them by a friend for injecting drugs (Table 59)

Tables 84-89 break down the responses according to abuse levels within each of the two grade levels. Results indicate that a majority of abuser groups at both grades concur with abstainers that there is great risk in needle use. A majority of abstainers also believe there is great risk in the other situations. Most abusers at both grades concur with the abstainers that there is great risk in cigarettes, heroin, and cocaine but see less risk in marijuana or weekend drinking. Averaging across grades by level of abuse, the data reveal that a majority of heavy abusers in 12th grade see great risk in trying heroin (54.9%) and smoking one or more packs of cigarettes a day (50.1%), but far fewer numbers believe this to be the case with the other drugs mentioned. Occasional marijuana use and weekend drinking are considered the least risky. Of the heavy abusers, only an average of 16.1% believe that occasional marijuana use is very risky, and only an average of 14.8% feel this way about weekend drinking.

Looking at Tables 84-89, it is interesting to note that, in most cases, slightly greater numbers of 12th graders are likely to perceive great risk from these situations than 10th graders. In fact, this is most clearly the case with heavy abuser opinions about cigarettes and heroin. The percentage of this group who see great risk in smoking one or more packs a day increases 6.4 points by 12th grade. The percentage who see great risk in trying heroin increases 11 points. Other increases

Table 88: Perceived Risk From 5 or More Drinks 1-2 Times Per Wknd

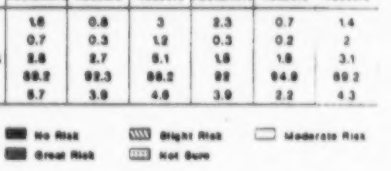
	Gr 10 Abstainers	Gr 10 Abusers	G10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	G12 Heavy Abusers
No Risk	1.6	3.3	10.2	2.3	3.2	12.8
Slight Risk	4.1	10.3	33.6	6.9	19.8	31.7
Moderate Risk	30.9	39.6	25.6	28.6	40.3	36.2
Great Risk	58.1	33.2	14.7	55.8	34	16
Not Sure	7.3	8.6	5.8	4.6	2.6	4.6



Numbers Denote Percentages

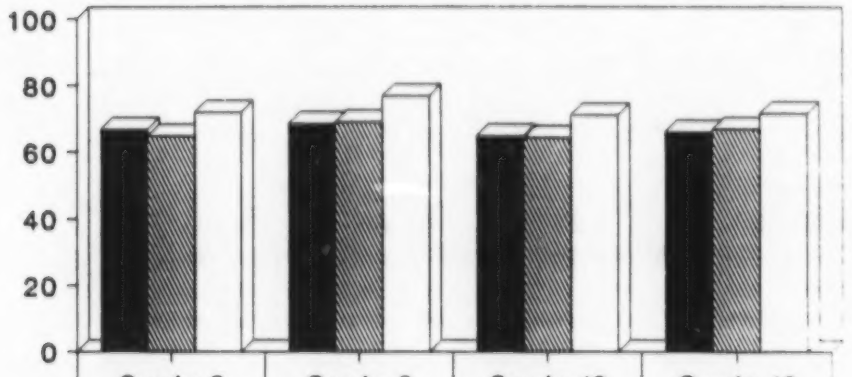
Table 89: Perceived Risk From Using A Friend's Needle For Drug-Taking

	Gr 10 Abstainers	Gr 10 Abusers	G10 Heavy Abusers	Gr 12 Abstainers	Gr 12 Abusers	G10 Heavy Abusers
No Risk	1.6	0.8	3	2.3	0.7	1.4
Slight Risk	0.7	0.3	1.2	0.3	0.2	2
Moderate Risk	2.8	2.7	5.1	1.6	1.8	3.1
Great Risk	88.2	92.3	88.2	93	94.9	89.2
Not Sure	5.7	3.9	4.8	3.9	2.2	4.3



Numbers Denote Percentages

Table 90: Those Who Say They Know Enough Already About Drugs-Alchl



	Grade 6	Grade 8	Grade 10	Grade 12
Abstainers	66.8	68.5	64.8	66
Abusers	64.9	69	64.3	66.8
Heavy Abusers	72	76.8	71.1	71.6

Abstainers Abusers Heavy Abusers

Numbers Denote Percentages

are more slight and perhaps insignificant. The only exception to this pattern is with the question of occasional marijuana use. The percentages of heavy abusers who see great risk in that decrease by 2.9 points between grade 10 and 12.

These data indicate that there is substantial agreement about the dangers of hard drugs, but that much of this agreement disappears over marijuana and alcohol. At the same time, increases in perceptions of risk in 12th grade suggest that some students lose some of their complacency about intoxicants as they get older. It is not clear from the survey how much these attitude changes might correspond to less actual abuse, nor is it clear how much these attitude changes might be due to anti-drug messages being communicated to them.

Lastly, these tables suggest once again that the increasingly strong anti-smoking messages may be getting through to students. This is illustrated by the fact that far more students, including heavy abusers, see greater risk in cigarettes than in marijuana and weekend drinking. An average of 46.9% of heavy abusers see great risk in smoking one or more packs a day. This is 30.8 percentage points higher than the number who view occasional marijuana use as highly risky, and 32.1 points higher than those who view weekend drinking the same way (14.8%).

14. Respondent Complacency About Their Level of Knowledge

All respondents were asked if they think they know enough already about the effects of drugs and alcohol. Table 90 indicates that large majorities at all grade and abuse levels believe they know enough already. At all grade levels, the heavy abusers

are the most complacent. Averaging across grade levels, approximately 72.9% think they know enough already, which is 6.4 percentage points higher than the numbers of abstainers and 6.7% higher than the number of abusers who think they know enough.

An interesting facet of these findings is that, although the results vary only slightly between grade levels, the degree of complacency peaks at grade 8, and then decreases. At grade 8, 68.5% of abstainers, 69% of abusers, and 76.8% of high abusers think they know enough already.

CONCLUSIONS

This survey uncovers a number of facts which have direct relevance to the substance abuse prevention efforts in Nevada. While school officials now have a great deal of data to work with, some of the most significant facts for program planning and implementation purposes include:

- Student reported age of first use

  51.1% of Nevada 6th graders report use of alcohol and/or other drugs. Of this group, an average of 74.1% had already started drinking by age 11.

- Drugs of choice

  Alcohol far surpasses all other drugs as the drug of choice for Nevada's youth.

- Levels of use

  By 12th grade, 89.9% of students surveyed admit to some degree of alcohol and/or drug use -- ranging from experimentation to heavy abuse.

- Student perceptions regarding peer use

  By 12th grade, 87.8% believe peers are using on campus and 91.9% believe off-campus use is occurring.

- Parental tolerance toward use

  55% of heavy-abusing 12th graders indicated that their parents would either approve or not care if they attended private drinking parties.

- Personal attitudes toward use and risk of using

  44.2% of heavy abusers in 12th grade perceive no or slight risk to drinking five or more drinks one to two times per weekend.

- Students attitudes on relevance of drug abuse education efforts

  An average of 44.5% of respondents at all grade levels believe that drug education should begin no later than 3rd grade.

These types of data can be used both for local and state program planning as baseline information to evaluate current and future substance abuse education efforts within Nevada based on future surveys.

For example, one of the most positive results of efforts in the substance abuse prevention field is the identification of risk factors as predictors of adolescent substance abuse and early chemical dependency. A few of these factors include:

- parental drug use and positive attitudes toward use
- friends who use drugs
- favorable attitudes toward use
- early first use of drugs

The information gained from this survey can help identify risk factors in students, which in turn allow for the development and implementation of programs and activities which address these factors. Ongoing evaluation can be used to monitor the effectiveness of these efforts and make necessary adjustments.

Additionally, this information can be used to make comparisons between Nevada, other states, and the nation as a whole. Comparative data can help Nevadans decide what to do to fight the problem by seeing what others have done, and whether their efforts have paid off. For example, the most representative national estimates of adolescent alcohol and drug use come from the annual "Monitoring the

Future Project" conducted by the University of Michigan under contract to the National Institute on Drug Abuse. Each spring a representative sample of more than 16,000 high school seniors is surveyed. To date, there are no other comparable national norms for grades other than the 12th graders surveyed by the University of Michigan.

An example of using these national statistics for comparative purposes can be seen by looking at the facts related to age of first use, numbers of students reporting use and frequency of use.

> Based on a national study conducted in 1984, 18.8% of high school seniors indicated that grade of first use was 6th. The survey indicated that 51.5% of Nevada's 6th grade students have tried alcohol and/or other drugs. However, earlier first use of drugs is a national trend and is reflected in other state surveys. A Wisconsin survey conducted in 1989 reported that 53% of their 6th graders have used alcohol.

An example of what can by extrapolated from this piece of information is that Nevada's schools need to address prevention and education needs of students at an earlier and more intensive level than might be reflected in much of the "outdated" national data available. Furthermore, this early effort is crucial since age of first use is a risk factor for early adolescent abuse and later chemical dependency.

Another conclusion which can be drawn by a review of survey results is that Nevada must give a strong priority and commitment to alcohol education. Furthermore, given the national and local cultural tolerance of this drug, it must involve the strong efforts of schools, parents, and communities working together. The need for parental involvement is reflected in the large numbers of students reporting that

parents would either approve or not care about their attendance at private drinking parties.

Overall, the results of this survey appear reflective of what many substance abuse prevention people believe and have found to be true in this state and across the nation, including:

- that alcohol is the number one drug of abuse;
- that there exists a greater attitudinal tolerance among youth, family and society for this drug;
- that many students are initiated into use of alcohol at home and with parental knowledge;
- that a prevention program with a "don't start" message must begin well before the 6th grade;
- that students appear to have an inflated belief regarding the extent of drug use by peers, which may relate to a belief that use is the norm;
- that students are influenced by and learn from a number of sources including home, school and especially the media;
- that as students get older, peer influences increasingly take precedence;
- that as students get older, an increasing number get more deeply involved in drug abuse and dependency;
- that many youths are aware of substance abuse problems among family and friends.